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DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

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Form 1 – Cover Page: 2017 Sub-grant Application – Attachment A

Applicant Information		Contact Person	
Name of Applicant: (name of fiscal agent)	Elkhart Education Foundation	Name:	Ashley Molyneaux
	Elkhart Education Foundation	Title:	Executive Director
Address:	2746 Old U.S. 20 West, Suite B	Agency Name:	Elkhart Education Foundation
	Elkhart IN 46514	Email:	ashley@elkharteducationfoundation.org
		Phone:	574-361-1258
		Fax:	
If LEA (school corporation, charter school):	County: <u>Elkhart</u>	Program Director of 21st CCLC	
	Corp # <u>2305</u> School # _____	Name:	Erin Hartman
	School # _____	Email:	erin@elkharteducationfoundation.org
	School # _____	Phone:	574-612-3156
		Fax:	
Did you use a professional grant writer to complete this application? YES or NO		If yes, please provide Name of Grant Writer:	
Funding Information: Funds Requested: Year 1 <u>130,021</u> Year 2 <u>181,754</u> Year 3 <u>171,118</u> Year 4 <u>163,861</u> Total <u>646,753</u> DO NOT WRITE BELOW – FOR IDOE USE ONLY: Funds Approved: Yr. 1 _____ Yr. 2 _____ Yr. 3 _____ Yr. 4 _____ TOTAL _____		Authorized Representative Information: Type Name of Representative: <u>Ashley Molyneaux</u> Title: <u>Executive Director</u> Tel # <u>574-361-1258</u> Fax # _____ Email: <u>ashley@elkharteducationfoundation.org</u> I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct, the agency/agencies named in this application and in the partnership commitment form have authorized me as their representative to file this application. Signature of Authorized Representative (if school corporation, must be signed by the Superintendent, if charter school, by the charter school administrator) <u>Ashley Molyneaux</u> Date signed: <u>7/31/18</u>	



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Form 2 – List of Schools to be Served by 21st CCLC – Attachment B

Applicant Name:	Elkhart Education Foundation			Contact Name:	Ashley Molyneaux				
Organization:	Elkhart Education Foundation			Phone:	574-361-1258				
Address:	2746 Old U.S. 20 West, Suite B Elkhart IN 46514			Email:	ashley@elkharteducationfoundation.org				

Name of School to be Served by 21 st CCLC (including School # and School Corporation)	Has this school been served before under a previous 21 st CCLC grant?	% Free and Reduced Lunch	% Identified English Learner Students	Estimated # of Students that will attend the program at least 45 days or 60 days to be served Per School Year				School has grade of D/F (indicate "D/F" if yes)	Estimated number of Students with Disabilities to be served	
				Y1	Y2	Y3	Y4			
Hawthorne Elementary School School #1777 Corp #2305	YES <input type="checkbox"/> NO	91.7%		45					Yes - F	
			33.8%	<input type="checkbox"/> 60	40	45	50	55		86/565
Monger Elementary School School #1789 Corp #2305	<input type="checkbox"/> YES NO	87.2%		45					No	
			34.3%	<input type="checkbox"/> 60	40	45	50	55		65/431
	YES NO			45 60						
	YES NO			45 60						
	YES NO			45 60						
	YES NO			45 60						

Note: If more space is needed, please include this chart on a separate piece of paper



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Form 3 – List of 21st CCLC Program Centers/Sites – Attachment C

Applicant Name:	Elkhart Education Foundation	Contact Name:	Ashley Molyneaux
Organization:	Elkhart Education Foundation	Phone: Fax:	574-361-1258
Address:	2746 Old U.S. 20 West, Suite B Elkhart IN 46514	Email:	ashley@elkhartedfoundation.org
Name of Community Learning Center/Site (e.g. Franklin High School, Boys & Girls Club)		Location (Street Address)	City
Hawthorne Elementary School		501 W Lusher Avenue	Elkhart
Monger Elementary School		1100 E Hively Avenue	Elkhart

Note: If more space is needed, please include this chart on a separate piece of paper



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Form 4 – Population Served Checklist – Attachment D

Applicant Name:	Elkhart Education Foundation	Contact Name:	Ashley Molyneaux
Organization:	Elkhart Education Foundation	Phone:	574-361-1258
		Fax:	
Address:	2746 Old U.S. 20 West, Suite B Elkhart IN 46514	Email:	ashley@elkharteducation.org

Populations Served (check all that apply):

- ☐ Pre-School
- ☒ Elementary School
- ☐ Middle School
- ☐ High School
- ☐ Adult

Services: (check all that apply):

- | | |
|--|--|
| <input checked="" type="checkbox"/> Reading or Literacy | <input checked="" type="checkbox"/> Recreational |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Telecommunication & Technology education |
| <input checked="" type="checkbox"/> Science | <input checked="" type="checkbox"/> Library Services |
| <input checked="" type="checkbox"/> Arts and Music | <input checked="" type="checkbox"/> Services for Adults |
| <input checked="" type="checkbox"/> Tutoring or Mentoring | <input checked="" type="checkbox"/> Youth Development |
| <input checked="" type="checkbox"/> English Language Learning Services | <input checked="" type="checkbox"/> Drug & Violence Prevention |
| <input type="checkbox"/> Pre AP and/or AP Course Development | <input checked="" type="checkbox"/> Character Education |
| <input checked="" type="checkbox"/> Service Learning | <input checked="" type="checkbox"/> Global Literacy |
| <input checked="" type="checkbox"/> STEM (Science, Technology, Engineering & Math) | <input checked="" type="checkbox"/> College & Career Readiness |

Operating Hours: (check all that apply):

- | | |
|--|---|
| <input checked="" type="checkbox"/> After-school | <input checked="" type="checkbox"/> Summer |
| <input type="checkbox"/> Intercession | |
| <input type="checkbox"/> Fall Break | |
| <input type="checkbox"/> Spring Break | |
| <input checked="" type="checkbox"/> Weekend | <input checked="" type="checkbox"/> Before-School |



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Memorandum of Understanding Form -- Attachment E

Partners signing below agree to abide by the Assurances (Form 9 on page 57). Detailed information regarding partnerships should be included in MOU.

Applicant Signature	<i>Ashley Molyneaux</i>
Print Name	Ashley Molyneaux
Organization:	Elkhart Education Foundation
Address	2746 Old US 20 W. Suite B Elkhart, IN 46514
Phone Number: Fax Number: Email:	574-361-1258 ashley@elkhartedfoundation.org
All partners in the 21st Century Community Learning Center need to be listed here. Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.	
Partner Signature	<i>Christine Rodda</i>
Print Name	Christine Rodda
Organization	Books to the Beat
Address	3202 E. Jackson, Elkhart, IN, 46516
Phone Number: Fax Number: Email:	574 536 0737 canddrodda@msn.com
	In Kind Services Estimate \$ <u>\$300</u> Contractual Services \$ <u>900 per year</u>



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Applicant Signature	
Print Name	Ashley Molyneaux
Organization:	Elkhart Education Foundation
Address	2746 Old US 20 W. Suite B Elkhart, IN 46514
Phone Number: Fax Number: Email:	574-361-1258 ashley@elkhartedfoundation.org
All partners in the 21st Century Community Learning Center need to be listed here. Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.	
Partner Signature	
Print Name	Michilah Grimes
Organization	Lippert Components/Acts of Service
Address	3501 CR 6 East, Elkhart, IN 46514
Phone Number: Fax Number: Email:	574-312-8310 michilahg@lci1.com
	In Kind Services Estimate \$1000 Contractual Services \$ 0



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Form 5 -- Memorandum of Understanding Form -- Attachment E

Partners signing below agree to abide by the Assurances (Form 9 on page 57). Detailed information regarding partnerships should be included in MOU.

Applicant Signature	<i>Ashley Molyneaux</i>
Print Name	Ashley Molyneaux
Organization:	Elkhart Education Foundation
Address	2746 Old US 20 W. Suite B Elkhart, IN 46514
Phone Number: Fax Number: Email:	574-361-1258 ashley@elkharteducation.org
All partners in the 21st Century Community Learning Center need to be listed here. Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.	
Partner Signature	<i>Lisa Guedea Carreño</i>
Print Name	Lisa Guedea Carreño
Organization	Elkhart Public Library
Address	200 South Second Street Elkhart IN 46516
Phone Number: Fax Number: Email:	574-522-3333 574-522-2174 lisagc@myepl.org
	In Kind Services Estimate \$ <u>300</u> Contractual Services \$ <u>3,250</u>



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Form 5 -- Memorandum of Understanding Form -- Attachment E

Partners signing below agree to abide by the Assurances (Form 9 on page 57). Detailed information regarding partnerships should be included in MOU.

Applicant Signature	
Print Name	Ashley Molyneaux
Organization:	Elkhart Education Foundation
Address	2746 Old US 20 W. Suite B Elkhart, IN 46514
Phone Number: Fax Number: Email:	574-361-1258 ashley@elkhartedfoundation.org
All partners in the 21st Century Community Learning Center need to be listed here. Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.	
Partner Signature	
Print Name	Lisa Guedea Carreño
Organization	Elkhart Public Library
Address	200 South Second Street Elkhart IN 46516
Phone Number: Fax Number: Email:	574-522-3333 574-522-2174 lisagc@myepl.org
	In Kind Services Estimate \$ <u>300</u> Contractual Services \$ <u>3,250</u>



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Memorandum of Understanding Form -- Attachment E

Partners signing below agree to abide by the Assurances (Form 9 on page 57). Detailed information regarding partnerships should be included in MOU.

Applicant Signature	<i>Ashley Molyneaux</i>
Print Name	Ashley Molyneaux
Organization:	Elkhart Education Foundation
Address	2746 Old US 20 W. Suite B Elkhart, IN 46514
Phone Number: Fax Number: Email:	574-361-1258 ashley@elkharteducation.org
All partners in the 21st Century Community Learning Center need to be listed here. Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.	
Partner Signature	<i>Elizabeth Sokolowski</i>
Print Name	Elizabeth Sokolowski
Organization	Art Reach Mentoring
Address	1 Blazer Boulevard Elkhart IN 46514
Phone Number: Fax Number: Email:	574-226-2964 esokolowski@elkhart.k12.us
	In Kind Services Estimate \$ _____ Contractual Services \$ <u>1900</u>



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Applicant Signature	
Print Name	Ashley Molyneaux
Organization:	Elkhart Education Foundation
Address	2746 Old US 20 W. Suite B Elkhart, IN 46514
Phone Number: Fax Number: Email:	574-361-1258 ashley@elkhartedfoundation.org
All partners in the 21st Century Community Learning Center need to be listed here. Please indicate if the commitment the partner is providing is on a contract or is an In-kind service and the estimated value of the In-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.	
Partner Signature	
Print Name	Julie Cotton
Organization	Next Level Improv, LLC
Address	69151 Elkhart Rd, Edwardsburg MI 49112
Phone Number: Fax Number: Email:	(917) 733-4770 Julie@nextlevelimprov.com
	In Kind Services Estimate \$ <u>1500</u> Contractual Services \$ <u>7600.00 - 8100.00</u>



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Applicant Signature	<i>Ashley Molyneaux</i>
Print Name	Ashley Molyneaux
Organization:	Elkhart Education Foundation
Address	2746 Old US 20 W. Suite B Elkhart, IN 46514
Phone Number: Fax Number: Email:	574-361-1258 ashley@elkhartedfoundation.org
All partners in the 21st Century Community Learning Center need to be listed here. Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.	
Partner Signature	<i>Mark T. Mow</i>
Print Name	Mark T. Mow
Organization	Elkhart Community Schools
Address	2720 California Road Elkhart IN 46514
Phone Number: 574-262-5526 Fax Number: 574-262-5733 Email: mmow@elkhart.k12.in.us	
	In Kind Services Estimate \$ <u>10,000</u> Contractual Services \$ _____



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Applicant Signature	<i>Ashley Molyneaux</i>
Print Name	Ashley Molyneaux
Organization:	Elkhart Education Foundation
Address	2746 Old US 20 W. Suite B Elkhart, IN 46514
Phone Number: Fax Number: Email:	574-361-1258 ashley@elkhartedfoundation.org
All partners in the 21st Century Community Learning Center need to be listed here. Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.	
Partner Signature	<i>Sally Lee</i>
Print Name	SALLY Lee
Organization	That's Dancing Studio
Address	223 S. Main St Elkhart 16
Phone Number: Fax Number: Email:	574-522-1423 Sallylee574@gmail.com www.thatsthatsdancingstudio.com
	In Kind Services Estimate \$ <u>45</u> per student (show a cost) Contractual Services \$ <u>4,120</u> + \$90 per student



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Applicant Signature	
Print Name	Ashley Molyneaux
Organization:	Elkhart Education Foundation
Address	2746 Old US 20 W. Suite B Elkhart, IN 46514
Phone Number: Fax Number: Email:	574-361-1258 ashley@elkhartedfoundation.org
All partners in the 21st Century Community Learning Center need to be listed here. Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.	
Partner Signature	
Print Name	December LeTexier
Organization	Indiana Youth Institute
Address	603 E. Washington Street, Suite 800 Indianapolis, IN 46204
Phone Number: Fax Number: Email:	317-396-2726 dletexier@iyi.org
	In Kind Services Estimate \$ _____ Contractual Services \$ _____



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Applicant Signature	
Print Name	Ashley Molyneux
Organization:	Elkhart Education Foundation
Address	2746 Old US 20 W. Suite B Elkhart, IN 46514
Phone Number: Fax Number: Email:	574-361-1258 ashley@elkhartedfoundation.org
All partners in the 21st Century Community Learning Center need to be listed here. Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.	
Partner Signature	
Print Name	Craig Gibson
Organization	Premier Arts
Address	410 S. Main St. Elkhart IN 46516
Phone Number: Fax Number: Email:	574-293-4469 Craig@premierarts.org
	In Kind Services Estimate \$ <u>1500</u> Contractual Services \$ <u>6400</u>

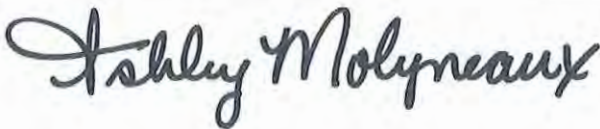



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Partners signing below agree to abide by the Assurances (Form 9 on page 57). Detailed information regarding partnerships should be included in MOU.

Applicant Signature	
Print Name	Ashley Molyneaux
Organization:	Elkhart Education Foundation
Address	2746 Old US 20 W. Suite B Elkhart, IN 46514
Phone Number: Fax Number: Email:	574-361-1258 ashley@elkhartedfoundation.org
All partners in the 21st Century Community Learning Center need to be listed here. Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.	
Partner Signature	
Print Name	Wes Molyneaux
Organization	Elkhart Community Schools
Address	2720 California Road, Elkhart, IN 46514
Phone Number: Fax Number: Email:	574-262-5546 wmolyneaux@elkhart.k12.in.us
	In Kind Services Estimate \$1000 Contractual Services \$ 0



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Applicant Signature	
Print Name	Ashley Molyneaux
Organization:	Elkhart Education Foundation
Address	2746 Old US 20 W. Suite B Elkhart, IN 46514
Phone Number: Fax Number: Email:	574-361-1258 ashley@elkharteducation.org
All partners in the 21st Century Community Learning Center need to be listed here. Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.	
Partner Signature	
Print Name	Eric Garton, Executive Director
Organization	Wellfield Botanic Gardens
Address	1011 N Main St, Elkhart, IN 46514
Phone Number: Fax Number: Email:	574-266-2006 e.garton@wellfieldgardens.org
	In Kind Services Estimate \$1000 Contractual Services \$ 750



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Form 5 -- Memorandum of Understanding Form -- Attachment E

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Applicant Signature	<i>Ashley Molyneaux</i>
Print Name	Ashley Molyneaux
Organization:	Elkhart Education Foundation
Address	2746 Old US 20 W. Suite B Elkhart, IN 46514
Phone Number: Fax Number: Email:	574-361-1258 ashley@elkhartedfoundation.org
All partners in the 21st Century Community Learning Center need to be listed here. Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.	
Partner Signature	<i>Anthony England</i>
Print Name	Anthony England
Organization	Elkhart Community Schools
Address	2720 California Road Elkhart, IN 46514
Phone Number: Fax Number: Email:	574-262-5540 aengland@elkhart.k12.in.us
	In Kind Services Estimate \$800 Contractual Services \$ 0



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Applicant Signature	
Print Name	Ashley Molyneaux
Organization:	Elkhart Education Foundation
Address	2746 Old US 20 W. Suite B Elkhart, IN 46514
Phone Number: Fax Number: Email:	574-361-1258 ashley@elkhartedfoundation.org
All partners in the 21st Century Community Learning Center need to be listed here. Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.	
Partner Signature	
Print Name	Tara White, Director of Literacy
Organization	Elkhart Community Schools
Address	2720 California Road Elkhart, IN 46514
Phone Number: Fax Number: Email:	574-262-5540 twhite@elkhart.k12.in.us
	In Kind Services Estimate \$600 Contractual Services \$ 0



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Applicant Signature	<i>Ashley Molyneux</i>
Print Name	Ashley Molyneux
Organization:	Elkhart Education Foundation
Address	2746 Old US 20 W. Suite B Elkhart, IN 46514
Phone Number: Fax Number: Email:	574-361-1258 ashley@elkhartedfoundation.org
All partners in the 21st Century Community Learning Center need to be listed here. Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.	
Partner Signature	<i>Seth E Birky</i>
Print Name	Seth Birky
Organization	Star Martial Arts
Address	123 N Elkhart Ave, Elkhart, IN 46516
Phone Number: Fax Number: Email:	(574) 522-5425
	In Kind Services Estimate \$350 Contractual Services \$1600

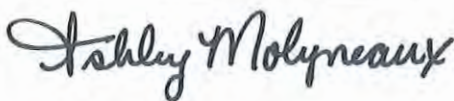
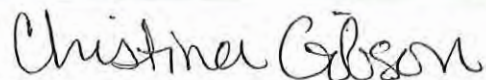


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Partners signing below agree to abide by the Assurances (Form 9 on page 57). Detailed information regarding partnerships should be included in MOU.

Applicant Signature	
Print Name	Ashley Molyneux
Organization:	Elkhart Education Foundation
Address	2746 Old US 20 W. Suite B Elkhart, IN 46514
Phone Number: Fax Number: Email:	574-361-1258 ashley@elkhartedfoundation.org
All partners in the 21st Century Community Learning Center need to be listed here. Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.	
Partner Signature	
Print Name	Christina Gibson
Organization	South Bend Symphony
Address	127 N Michigan St, South Bend, IN 46601
Phone Number: Fax Number: Email:	574-232-6343 cgibson@southbendsymphony.org
	In Kind Services Estimate \$1500 Contractual Services \$500



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Applicant Signature	
Print Name	Ashley Molyneaux
Organization:	Elkhart Education Foundation
Address	2746 Old US 20 W. Suite B Elkhart, IN 46514
Phone Number: Fax Number: Email:	574-361-1258 ashley@elkhartedfoundation.org
All partners in the 21st Century Community Learning Center need to be listed here. Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.	
Partner Signature	
Print Name	Danielle McCausland
Organization	Potawatomi Zoo
Address	500 S Greenlawn Ave, South Bend, IN 46615
Phone Number: Fax Number: Email:	574-235-9800 danielle@potawatomizoo.org
	In Kind Services Estimate \$2440 Contractual Services \$3250



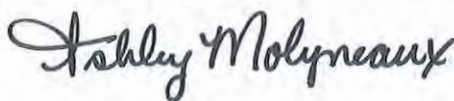
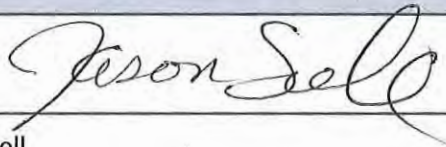
DEPARTMENT OF EDUCATION

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Partners signing below agree to abide by the Assurances (Form 9 on page 57). Detailed information regarding partnerships should be included in MOU.

Applicant Signature	
Print Name	Ashley Molyneaux
Organization:	Elkhart Education Foundation
Address	2746 Old US 20 W. Suite B Elkhart, IN 46514
Phone Number: Fax Number: Email:	574-361-1258 ashley@elkhartedfoundation.org
All partners in the 21st Century Community Learning Center need to be listed here. Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.	
Partner Signature	
Print Name	Jason Sell
Organization	Salvation Army
Address	300 N Main St, Elkhart, IN 46516
Phone Number: Fax Number: Email:	574-970-0088 Jason_Sell@usc.salvationarmy.org
	In Kind Services Estimate \$2500 Contractual Services \$ 0



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Applicant Signature	
Print Name	Ashley Molyneaux
Organization:	Elkhart Education Foundation
Address	2746 Old US 20 W. Suite B Elkhart, IN 46514
Phone Number: Fax Number: Email:	574-361-1258 ashley@elkhartedfoundation.org
All partners in the 21st Century Community Learning Center need to be listed here. Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.	
Partner Signature	
Print Name	Liz Brow
Organization	Junior Achievement Lemonade Day Serving Elkhart County
Address	3221 Magnum Dr. Elkhart, IN, 46516
Phone Number: Fax Number: Email:	574-293-3540 liz.brow@ja.org
	In Kind Services Estimate \$500 Contractual Services \$ 1050



Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Memorandum of Understanding Form -- Attachment E

Partners signing below agree to abide by the Assurances (Form 9 on page 57). Detailed information regarding partnerships should be included in MOU.

Applicant Signature	<i>Ashley Molyneaux</i>
Print Name	Ashley Molyneaux
Organization:	Elkhart Education Foundation
Address	2746 Old US 20 W. Suite B Elkhart, IN 46514
Phone Number: Fax Number: Email:	574-361-1258 ashley@elkhartedfoundation.org
All partners in the 21st Century Community Learning Center need to be listed here. Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.	
Partner Signature	<i>Melinda Konrath-Fielding</i>
Print Name	Melinda Konrath-Fielding
Organization	Child & Parent Services (CAPS)
Address	1000 West Hively Avenue Elkhart, IN 46517
Phone Number: Fax Number: Email:	574-295-2277 574-295-7642 MKonrath-Fielding@capselkhart.org
	In Kind Services Estimate \$ <u>800</u> Contractual Services \$ <u>1000 per year</u>



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Applicant Name:	Elkhart Education Foundation	Contact Name:	Ashley Molyneaux
Organization:	Elkhart Education Foundation	Phone:	574-361-1258
		Fax:	N/A
Address:	2746 Old US 20 W. Suite B Elkhart, IN 46514	Email:	Ashley@elkhartedfoundation.org
Activity	Date	Responsible	
Planning Phase	2018		
Notification of Grant Decision	November 2018	IDOE to EEF	
Finalize Grant Contracts and establish budget management procedures	November 2018	Program Manager	
Select site coordinators	November 2018	Program Manager	
Plan for attending Start-Up Workshop (Finalize Budget & Annual PD Plan)	November 2018	Program Manager, Site Coordinators	
Hold initial Advisement Council meeting Secure volunteer commitments	November 2018	Program Manager	
Collect additional input from parents, students and staff on programming needs	November 2018	Program Manager, Site Coordinators	
Create promotional materials and methods, translate in Spanish, distribute to students prior to leaving for holiday break	November 2018	Program Manager	
Select teachers to lead clubs and hourly staff	December 2018	Program Manager	
Establish baseline data and reporting mechanisms	December 2018	Program Manager, Site Coordinators	
Staff training on safety, management procedures, team building, and behavior management	December 2018	Program Manager, Anthony England	
Staff training on Robotics equipment	December 2018	Wes Molyneaux	
Review scope and sequence in school day curriculum and plan first year curriculum rotation alignment and field trips	December 2018	Program Manager	
Establish program procedures for transitions, use computers	December 2018	Program Manager, Site Coordinators	
Hold Quarterly Advisement Council meeting, finalize program schedule for January	December 2018	Program Manager	
Schedule bus routes	December 2018	Site Coordinators	
Enroll students in afterschool program	December 2018	Program Manager, Site Coordinators	

Winter/Spring 2019		
Begin a calendar of before school programming for 80 days and of after school programming for 64 school days.	January 2019	Program Manager, Site Coordinators
Schedule buses for field trips on Saturday	January 2019	Site Coordinators
Teachers recruit in their classes for clubs	January 2019	Club Teachers
Meet with ECS Data team to assure data collection processes are in place	January 2019	Program Manager, Site Coordinators
Plan for attending Spring Orientation and Training in Indianapolis	January 2019	Program Manager, Site Coordinators
Review IEPs and ILPs of students enrolled in afterschool program	January 2019	Program Manager, Site Coordinators
Initiate Parenting Classes with Triple P	February 2019	Site Coordinators, CAPS
Form student advisory committees	February 2019	Site Coordinators
Data review with site staff	February 2019	Program Manager, Site Coordinators
Winter Advisory Council Meeting	February 2019	Program Manager
Family Literacy Night	March 2019	Site Coordinator, Books to the Beat
Modify program activities based on additional input from school staff, parents and students	March 2019	Program Manager, Site Coordinators
Enrollment in spring programming	March 2019	Program Manager, Site Coordinators
Prepare semi-annual data analysis	April 2019	Program Manager
Spring Advisory Council Meeting	April 2019	Program Manager
Family Literacy Night	April 2019	Site Coordinator, Elkhart Public Library
End of school year/ summer preparation		
End of project year Advisement Council Meeting & Site visit	May 2019	Program Manager, Site Coordinators
Invite donors to visit the site and see the clubs in action. Begin to solicit donors to sponsor ECS extracurricular programs to ensure sustainability.	May 2019	Program Manager
Collect additional input from parents, students and staff on programming effectiveness and needs	May 2019	Program Manager, Site Coordinators
Family Recognition Dinner	May 2019	Program Manager, Site Coordinators
Develop Promotional Materials for Summer programming, translate in Spanish, distribute to students prior to leaving for the year	May 2019	Program Manager, Site Coordinators
Analyze and report data to IDOE	May 2019	Program Manager

Form 7- Attachment G

Budget Summary Form

21st Century Community Learning Centers Program

Name of Organization: Elkhart Education Foundation

Amount Requested: Year One: \$130,021; Year Two \$181,754; Year Three \$171,118;

Year Four \$163,861 Total: \$646,753

Budget Summary

Budget Categories	Year One	Year Two	Year Three	Year Four
Personnel	\$46,336	\$86,072	\$75,072	\$75,072
Fringe Benefits	\$3,544	\$6,585	\$5,743	\$5,743
Travel	\$1,096	\$2,190	\$2,880	\$2,190
Transportation	\$18,792	\$37,584	\$37,584	\$37,584
Equipment	0	0	0	0
Supplies	\$1,170	\$1,170	\$1,170	\$1,170
Contractual	\$52,596	\$61,256	\$56,533	\$43,059
PD & Training	\$7,235	\$3,810	\$3,380	\$1,705
Other	0	0	0	0
Total Direct Costs	\$120,644	\$168,302	\$158,442	\$151,723
Indirect Costs	\$9,377	\$13,452	\$12,675.36	\$12,137.84
Total	\$130,021	\$181,754	\$171,118	\$163,861
Grand Total				\$646,753



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Equitable Participation
of
Private School Consultation
Form

ELKHART EDUCATION FOUNDATION met with MONTESSORI SCHOOL OF ELKHART, ON in
consultation for participation in a 21st Century Community Learning Center initiative in
THE CITY OF ELKHART/ELKHART COUNTY.

We hereby testify as indicated by the below signatures that appropriate consultation as
described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

____ Yes, we wish to participate.

☒ No, we do not wish to participate.

____ Yes, we wish to participate and request further consultation

CHRISTINE MILLER

Name of Private School Administrator

Signature

Christine Miller 7/31/18

Name of Private School Administrator

Signature

ASHLEY MOLYNEAUX

Name of Applicant Official

Signature

Ashley Molyneaux 7/31/18

Name of Applicant Official

Signature



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Equitable Participation
of
Private School Consultation
Form

ELKHART EDUCATION FOUNDATION met with ST. VINCENT DEPAUL SCHOOL on _____ in
consultation for participation in a 21st Century Community Learning Center initiative in
THE CITY OF ELKHART/ELKHART COUNTY.

We hereby testify as indicated by the below signatures that appropriate consultation as
described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

☒ Yes, we wish to participate.

☐ No, we do not wish to participate.

☐ Yes, we wish to participate and request further consultation.

TARA LUNDY

Name of Private School Administrator

Signature

Tara Lundy 7/31/2018

Name of Private School Administrator

Signature

ASHLEY MOLYNEAUX

Name of Applicant Official

Signature

Ashley Molyneaux 7/31/18

Name of Applicant Official

Signature



Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Equitable Participation
of
Private School Consultation
Form

ELKHART EDUCATION FOUNDATION met with ST. THOMAS THE APOSTLE SCHOOL on _____ in
consultation for participation in a 21st Century Community Learning Center initiative in
THE CITY OF ELKHART/ELKHART COUNTY.

We hereby testify as indicated by the below signatures that appropriate consultation as
described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

☒ Yes, we wish to participate.

☐ No, we do not wish to participate.

☐ Yes, we wish to participate and request further consultation.

CHRISTOPHER ADAMO

Name of Private School Administrator

Christopher Adamo
Signature

Name of Private School Administrator

Signature

ASHLEY MOLYNEAUX

Name of Applicant Official

Ashley Molyneaux
Signature

Name of Applicant Official

Signature



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Form 9 – Assurances-Attachment I

**21st Century Community Learning Centers
Program 2018 - 2022 Sub-grant Application**

ASSURANCES

The following assurances will remain in effect for the duration of the Subgrant. The Indiana Department of Education will require assurances with subsequent amendments to this application if required by changes in federal or state law. The applicant assures that:

- It has the necessary legal authority to apply for and receive the proposed subgrant;
- The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application;
- The activities/services for which the assistance is sought under this subgrant will be administered by or under the supervision and control of the applicant;
- The subgrant program will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the Indiana State Board of Education and the IDOE;
- The subgrant program will take place in a safe and easily accessible facility;
- The subgrant program will have proper transportation for its participants;
- The subgrant program will be carried out as proposed in the application;
- The subgrant program was developed and will be carried out in collaboration with schools the students attend and other community partners;
- The subgrant program will utilize a researched based curriculum that includes professional development;
- The subgrant program will align out-of-school time efforts with in school priorities including Indiana Academic Standards;
- The subgrant program will primarily target students who attend schools eligible for Title I school wide programs and their families; or students who attend non-Title I schools that are high poverty schools;
- The funds under the subgrant program will be used to supplement the level of State, local and other non- federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities, and will not supplant Federal, State or local or non-Federal funds;
- The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- The subgrant program will comply with U.S. Education Department General Administrative Regulations (EDGAR) Part 76-State Administered programs and the Uniform Grant Guidance 2 CFR Part 200.



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

- The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of five (5) years from the date of the last activity;
- The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN-QPSA) or an equivalent nationally-recognized assessment annually and use the program action plan to guide program improvement and strengthening;
- The subgrant program will ensure that each staff member participating in this grant knows how to access student data including growth model data from the Learning Connection website;
- The community was given notice of the applicant's intent to submit; and
- After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;
- The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;
- All partners will review and comply with the above assurances.
- The subgrant program certifies that it is currently registered in the System of Award Management (SAM <https://www.sam.gov>) database.
 - The LEA has expended \$750,000 in federal funds between July 01, 2016 and June 30, 2017. Yes ☒ No ☐
 - If yes, the LEA has received a single audit or program specific audit (2 CFR 200.501). Yes ☒ No ☐

Note: The applicant will sign below and submit both pages of the Assurances.

LEA or Organization Name:

Elkhart Education Foundation

Erin Hartman Erin Hartman 7/29/18
Program Director Type Name Date

Ashley Molyneux Ashley Molyneux 7/31/18
Authorized Signature Type name Date

I. PROJECT ABSTRACT

This project is exemplary in scaling up the success of existing efforts while fulfilling the federal mission of fostering locally sustainable afterschool programming. Elkhart Education Foundation (EEF), a first-time applicant and 501(c)(3) philanthropic organization, has provided innovative supplemental programming to urban and rural economically disadvantaged students in Elkhart Community Schools (ECS) since 2015. Of the 19 ECS schools, 18 schools report poverty above 53% with the district at 66.4% overall. Eight schools have been served in 21st CCLC cohorts. This proposal is part of a plan for ECS to become independent of Title IV Part B dollars district wide in line with anticipating the potential expiration of these supplemental funds.

This center will serve students from a high-need K-6 school with no 21st CCLC history and students from a second K-6 school with a history of successful programming and outcomes. Hawthorne Elementary (HE) and Monger Elementary (ME) respectively have poverty of 97.85% and 87.24%. The schools have a similar profile with 52-56% Hispanic, 24-28% Black, 10-16% White, and 6-7% Multiracial (33-34% English Language Learners). However, outcomes are significantly different between these buildings. Last year discipline referrals totaled 532 (HE) vs. 195 (ME); suspensions 169 (HE) vs. 41 (ME); and trancies 103 (HE) vs. 58 (ME). The 2018 IREAD pass rates were 49% (HE) vs. 72% (ME). Students met state standards at a rate of 28% (HE) vs 52% (ME) in English language arts and 21% (HE) vs 44% (ME) in math based on preliminary 2018 ISTEP+. HE is newly identified as a Comprehensive Support Improvement (CSI i.e. F-status) while Monger has received a "B" rating since that ranking system was instituted. A comparison of these school communities uncovered two root cause variables related to distinct outcomes: (1) the differences in community and parent involvement and (2) the commitment of the staff to connect with families through consistent afterschool programming.

For this reason, advisors recommend leveraging ongoing extracurricular programming to enhance achievement. The Elkhart Education Foundation will take the lead. EEF has proven success in managing funds received from donations to support supplemental innovation **aligned to the program priority of developing literacy**. Specific examples include EEF's Innovative Teaching and Extracurricular Grants, EEF Living Libraries transformations, EEF Project Excursion study trip initiative, and EEF's Summerscape Day Camp. The students will receive not only homework help in achieving Indiana College and Career Readiness Standards, but also will participate in a wide variety of high quality clubs activities aligned to the college and career pathways of ECS. These will be delivered by a combination of educators from non-profit partners like the Potawatomi Zoo and Wellfield Botanic Gardens and by the teachers from the respective buildings in research-based units of study marketed as "clubs".

Student participants will be expected to attain or exceed the state average on traditional achievement measures; meet individual student growth targets with NWEA data; and demonstrate improvement in school engagement as measured with parent, student, and staff surveys. Additionally, ECS recently adopted a workforce certificate system, PRIDE (Persistence, Respectfulness, Initiative, Dependability, and Efficiency) which measures employability skills grades K-12. These data will support comprehensive analysis of program impact and will provide evidence of program effectiveness.

II. COMPETITIVE PRIORITY POINTS:

The fiscal agent for this center will be Elkhart Education Foundation (EEF), a 501(c)(3) organization established in 2015 to manage and expend funds received from community donations to support innovations that are outside of the operating budget for Elkhart Community Schools (ECS). EEF is a vibrant foundation credited in its first three years with numerous accomplishments that have aligned with academic programming and richly complemented the efforts of ECS to advance student engagement, student performance, and teacher morale.

ECS is a public school corporation in Northern Indiana serving 19 **economically disadvantaged urban and rural schools** including the two schools featured in this application: Hawthorne Elementary (HE) and Monger Elementary (ME). Free and reduced lunch participation is has been reported this year for these schools respectively at 97.85% and 87.24%, both schools qualifying through Community Eligibility Provision (CEP). After a number of years of declining scores and a “D” grade last year, HE is expected to be identified by the IDOE as in “**Comprehensive Support and Improvement Status**” (the equivalent to “F” status).

A. Organizational Priority Points:

(1) **EEF is a new applicant who has never received 21st CCLC funds.**

Hawthorne Elementary students have not benefitted from belonging to a 21st CCLC.

(3) Hawthorne Elementary has been newly targeted by the state as a “Comprehensive Support” School;

(6) The Associate Superintendent of Student Services is in the process of attaining the Youth and Child Care Credential. All center staff will have obtained such after year one.

B. Programming Priority Points: In August of 2020, ECS will open a single college and career campus created through the merger of the existing two high schools and the Elkhart Area Career

Center. This campus will house six academies representing unique pathway programming. The planning team determined that the afterschool programming would provide exploratory themes intentionally aligned to the six academies of the students' future high school. Progress toward college and career readiness will be measured through objectives and performance measures related to **literacy, the selected program priority**. Literacy skills will be incorporated into career exploration and STEM experiences throughout the schedule. The K-12 PRIDE¹ system of recording workforce readiness will further measure progress in the program. Professional development will be provided to staff in support of these activities.

All standards are important for success. The following table represents the essential elements from the **Indiana Academic Standards** which are aligned with this project's **priority of literacy**.

These will be the key focus area for programming at least 3 hours weekly:

RF.1: READING FOUNDATIONS: Develop, build, and apply knowledge of foundational reading skills	
Grade K	Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.
1-2	Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.
3-5	Apply foundational reading skills to build reading fluency and comprehension.
6	Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.
RL.2: READING LITERATURE: Build comprehension and appreciation of literature by analyzing, inferring, and drawing conclusions about literary elements, themes, and central ideas	
Grade K-1	With support, read and comprehend literature that is grade level appropriate.
2-5	Read and comprehend a variety of literature within a range of complexity appropriate for grade level. Students interact with texts proficiently and independently
6	Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.
RN.1: READING NONFICTION: Read and comprehend a variety of nonfiction independently and proficiently	
Grade K	Actively engage in group reading activities with purpose and understanding.
1-5	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grade level.
6	Read a variety of nonfiction within a range of complexity appropriate for grade level. Interact with texts proficiently and independently.

¹ Details of the PRIDE rubric indicators are provided in the MOU with Anthony England.

From the **Indiana Afterschool Network Specialty Standards** comes this collection of critical standards determined to be of the highest priority in relation to the focus of this project:

13c	Programs provide tools and resources for parents to reinforce and/or expand on the learning opportunities provided at the program. Staff regularly suggest ideas for conversing with their child about their learning.
13d	Connections between learning activities and real life applications are made relevant. Various media are utilized in an effort to clarify the link between the activity and real life.
13e	Programs help inspire and prepare children/youth for success in school, higher education, careers and life. Staff encourage children/youth to explore their interests, abilities, and dreams for the future.
13f	Staff are aware of standards being addressed at various times throughout the year and the curriculum map followed by school's teachers. Staff consider it when communicating with parents.
14c	Activities and the curriculum reflect the languages and cultures of the families served.
14d	Activities and the curriculum reflect best practices in the field of youth development and afterschool programs.
16d	There are regular opportunities for academic enrichment activities that promote basic skills and higher--level thinking. A structured time for homework help and/or academic assistance is a part of the daily schedule. Enrichment activities are aligned with themes and focus areas from the school day.
18c	Materials are developmentally appropriate for the age range of the children in the program. There are books with reading levels for all ability levels in the program. Various materials used by children/youth are developmentally comparable to materials used during the school day.

The program design, club schedules, and activity plans will be structured to show alignment to at least these essential academic and programmatic standards as well as connecting student engagement to one or more of the college and career pathway themes to aid in the development of the student's vision for their future success. Teachers who apply to teach after-school clubs must present to the Program Manager a club curriculum plan that illustrates this alignment in order to be considered for selection in the program.

NEED FOR PROJECT: Student achievement, demographic, and behavioral data: Hawthorne will reverse a progressive decline in student performance and Monger will retain the advantage achieved from previous 21st CCLC programming. Multiple tables follow that illustrate this point:

Poverty Rates – percent free/reduced lunch				Referrals/Suspensions/Trouants			
2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18
Hawthorne Elementary School				Hawthorne Elementary School			
87.5	81.1	80.6	97.9	362/125/109	344/71/84	397/60/114	532/169/103
Monger Elementary School				Monger Elementary School			
83.5	93.4	89.3	87.2	355/59/82	415/62/76	242/65/117	195/41/58
Ethnicity Percentages		White	Hispanic	Black	Multi	Other	
Hawthorne Elementary School		10.1	55.8	27.6	6.4	0.2	
Monger Elementary School		15.3	52.7	24.4	7.2	0.5	
Pass Rates for IREAD3				Pass Rates for ISTEP+ both ELA and Math			
2014-15	2015-16	2016-17	17-18 prelim	2014-15	2015-16	2016-17	17-18 prelim
Hawthorne Elementary School				Hawthorne Elementary School			
80.0	76.1	77.8	49	34.4	27.4	34.4	15
Monger Elementary School				Monger Elementary School			
72.0	89.8	89.4	72	50.0	50.9	43.1	35
Pass Rates for ISTEP+ English Language Arts				Pass Rates for ISTEP+ Mathematics			
2014-15	2015-16	2016-17	17-18 prelim	2014-15	2015-16	2016-17	17-18 prelim
Hawthorne Elementary School				Hawthorne Elementary School			
47.0	44.2	42.5	28	45.8	39.2	35.5	21
Monger Elementary School				Monger Elementary School			
59.2	61.8	53.1	44	63.8	57.0	55.7	44

B. Currently available programming and service gaps: Hawthorne Elementary had three afterschool programs. None of these programs offered transportation nor were the activities aligned to academic standards; they were essentially a safe place to be after school. In contrast, the thriving after-school program at Monger Elementary functioned as a Cohort 7 21st CCLC and was in operation Monday through Friday (AM & PM), and on Saturday mornings, with special events throughout the year.

C. How 21st CCLC will enhance or expand current after-school programming:

Current Program	Schools/ Grade	Days/Times/# students	Future Enhancement/Expansion
Lifeline Program	HE/ 3-6	1x wk /3:35-5:30pm/ #50	Expand to be more than one day a week for more students. Provide transportation. Connect to PRIDE rubric and social emotional goals.
Morning Club	ME/ 1-6	M-F 7-8:20 am/#25	Provide more formalized homework support and tutoring. Use crafts and gym time as incentives for reaching milestones.
Archery/ Salvation Army	ME/ 3-6	Wednesdays 4:45-6pm/#10	Expand number of students by offering the club at both schools. SA instructors to train & certify club teachers.
Music Together Goshen College	ME/ Ks	Mondays 3:45-4:45/ #25	Expand the program numbers by offering it at both sites.
Homework Club/ Remediation	ME/ 1-6	Mon/Tues/Thurs/ 3:45 – 4:45/ #160	Have students set personalized learning goals and provide incentive rewards when those benchmarks are met.
Arts Academy	ME/ 1-6	Wednesdays 3:45 – 5:45/ #40	Partner with local arts organizations to provide professional workshops in dance, music, theater, and art.
STEM Club	ME/ 1-6	Fridays 3:35 – 4:45/ #130	Provide tours of STEM related businesses in order to explore STEM careers. Provide differentiated levels of instruction in robotics, coding and science concepts.

D. How Needs and Services were Identified: EEF has included the focus of providing new extracurricular opportunities as part of their 3-year strategic plan. This is a mission goal of the organization. EEF's Summerscape Day Camp served as a vehicle to pilot the club themes described later in this application. Parent/Student surveys informed necessary adjustments to the curriculum and will allow us to align offerings to student interest and parent priorities. Furthermore, the partners from Cohorts 7, 8, and 9 have met quarterly as an Advisement Council for the last four years. A record of relevant meetings and survey data is charted below:

School	Meeting/Method	Results
HE	August 15, September 21, October 12, and December 4, 2017 and January 23, 2018 Parent Meetings	Parents discussed the existing supports for students and the lack of capacity to meet the needs as evidenced in the wait list. Parents reviewed grant opportunities.
HE	November 15th – Introduction of the grant application	Seven staff members expressed an interest in serving as club coaches. Student needs were considered and club activities were brainstormed related to these needs.
ME and Cohort 7	Student Survey June 6, 2018	66% students said clubs helped improve math and reading skills, 100% said they felt safe, 77% said planned on joining a club next year.
Cohort 8	Advisement Council Quarterly meeting on 1/22/18, 3/26/18, and 5/21/18	Review of program delivery and results. Adjustments made in promotion of program and scheduling of sessions. In-kind contributions explored.
EEF	Monthly Board Meetings 1/18/17, 2/15/17, 3/15/17, 4/19/17, 5/17/17, 6/21/17, 7/19/17, 8/16/17, 9/20/17, 10/18/17, 11/15/17, 12/20/17, 1/17/18, 2/21/18, 3/21/18, 4/18/18, 5/16/18, 6/20/18, 7/18/18	The EEF Board meets monthly and the expansion of extracurricular offerings is a standing agenda item. One of the focuses of EEF's impactful work is to expand extracurricular opportunities at all grade levels and to break down barriers to participation (like finances, transportation, pd for coaches, etc.) New ideas are brainstormed and challenges of implementation are tackled at each monthly meeting. This also allows for formal and informal feedback from board members that represent both the business and educational community in Elkhart.
EEF	Extracurricular Grant Cycles Fall, Winter, Spring (2015-2018) Totaling 9 grant cycles in all. 72 Grants Projects Awarded 7000 students impacted	EEF has distributed over \$180,000 to extracurricular grant proposals from coaches, arts directors, and academic club leaders in the past 3 years. The data required in their grant completion documents is used as an evaluation tool that measures student involvement, connection to positive behavior outcomes for students, increases in parent/community involvement in the school, consistent attendance, and the correlation between extracurricular involvement and increased academic outcomes for students.
EEF	Strategic Plan Committee Meetings 11/15/18, 12/10/18, 1/9/18, 2/10/18 Adoption of Strategic Plan 2/21/18 Strategic Plan Committee Survey Collection March-May 2018	One of the 5 goals outlined in the 2018-2020 EEF strategic plan is, "EEF will provide more opportunities for "Spark Discovery" for students regardless of their ability to pay. This means expanding extracurricular offerings in ALL grade levels." The 2018-2020 strategic plan was deliberated and adopted in February. EEF committees collected survey results from students, teachers, PTO groups, parents and administrators in March-May 2018 in order to pilot new extracurricular programs in elementary, middle and high school in the 2018-2019 school year. Survey results showed a need for a larger number of club offerings and diversity of options at the elementary school level.
EEF	Summerscape 2017 June – August 2017 Parent Survey	After piloting 12 of the teacher-proposed club curriculums during EEF's summer day camp program, a parent survey was collected, evaluated and used to inform the Summerscape offerings for 2018. The survey showed 93.5% would sign their children up the following summer, 86.8% stated their expectations were exceeded, 89.2% believed their children learned skills that would be used for academic success.
EEF	Summerscape 2018 June – August 2018 Parent & Student Survey	Not only has EEF expanded their camp/club offerings this summer by 150% thanks to the enthusiastic participation from teaching staff in submitting new proposals, but they are also collecting pre and post test data for the academic camp offerings in 2018. Post test data is showing that 78% of students are meeting academic growth goals by the end of their camp/club experience.

IV. PARTNERSHIPS/COLLABORATIONS

A. Collaboration with other Agencies and Programs: The long term vision for providing after school programming for ECS will be scaled up from this project. The relationship between Hawthorne and Monger Elementary Schools is a perfect starting place. Monger has found success as a past participant in a 21st CCLC program. Their excellent teacher retention and strong test scores are largely a result of an effective 21st CCLC program implementation. Their administrators, previous program manager, and site supervisors have a lot of experience and expertise to share with Hawthorne. They will serve as mentors to the Hawthorne site to ensure a successful program implementation.

EEF will partner with ECS to receive support in a number of ways that will be mutually beneficial. School facilities will be available during Center hours with no additional cost to the grant. Federal programs including USDA, IDEA, Title I, II and III will continue to complement the efforts of the new 21st CCLC. There is roughly \$25,000 in Title I funds across both sites that is earmarked in the budget to support afterschool programming at Hawthorne & Monger. The Food Service Director for ECS is prepared to work with the USDA Children Nutrition Programs to obtain an afternoon snack. The Director of Transportation will arrange bussing for participants. The Director of Technology Integration has a plan that allows students to access devices during the Center programming. Students with IEPs/504s will have access to equitable special education services and protections that are provided during the school day as required by law. Parents will have access to the regional Adult Education programming through a grant award to ECS by the Department of Workforce Development. ECS also directs the regional Career Center which provides additional opportunities for families to seek career credentialing through Perkins funds.

B. Identifying Partners and Collaborators: A strength of the Elkhart Education Foundation is their strong community partnerships in nearly all that they do. EEF joins hands with a number of non-profit, for profit, and government organizations to make sure ALL kids are served in Elkhart.

Fundamental to developing and maintaining program quality is the ongoing relationship and continued conversation with the Advisement Council on which all partners will serve. Parents of Monger and Hawthorne students, along with the students themselves, are integral partners in building a successful 21st CCLC program. Parents can participate as volunteers, workshop participants, literacy night attendees, and as sources of feedback on the advisement council. We will encourage student feedback and participation on the advisement council as well. The partners listed all have a high bar of excellence, a strong mission to serve kids in the community, and expertise in their industries that will benefit the 21st CCLC sites at Monger and Hawthorne.

The partner's contributions were analyzed based on their ability to meet the program needs. (a) academic student programming, (b) social emotional student programming, (c) professional development, (d) parent support, (e) program administration and (f) potential to provide sustainability. The following chart presents the contribution codes aligned with each partner to illustrate the rationale in creating a robust and balanced consortium:

Partners	Contribution Codes					
	a	b	c	d	e	f
Acts of Service				x		x
Art Reach Mentoring	x	x				
Books to the Beat	x	x		x		x
CAPS- Child and Parent Services		x		x		
Elkhart Community Schools	x	x	x	x	x	x
Elkhart Public Library	x		x			
Tara White	x		x			x
Indiana Youth Institute (evaluator)			x		x	x
Junior Achievement/Lemonade Day	x		x			
Next Level Improv	x	x	x			x
Potawatomi Zoo	x	x				
Premier Arts	x	x	x			
Salvation Army	x	x	x			x
South Bend Symphony	x	x				
Star Martial Arts		x				
That's Dancing	x	x	x			
Wellfield Botanic Garden	x	x	x			x
Tony England			x			x
Wes Molyneaux	x		x			x

V. PROGRAM DESIGN AND IMPLEMENTATION- The programming design for this center aligns the purposes of the 21st CCLC, the priority of **literacy** development, the Indiana College and Career Readiness Standards, the Indiana Afterschool Network Specialty Standards, the academic and social emotional needs of our students, the passions and availability of the ECS teaching staff, the pathways of the ECS college/career high school campus with the mission and vision of EEF.

Following a series of meetings and work sessions with parents, students, community members, and the EEF Board, a number of “club” concepts were developed and piloted over the last two summers by ECS teachers. Previous success in getting large numbers of students to attend the afterschool program has been credited to the direct involvement of the students’ teachers in the delivery of the program. Linkages between school-day and afterschool personnel is identified by the USDOE as quality of successful 21st CCLCs. Therefore, it was determined that inviting teachers to create learning modules to be offered as quarterly “club” experiences was the best method of program delivery. Providing teachers the opportunity to expose students to things they themselves are passionate about makes the quality of the program so much better. An interesting and exciting by-product of encouraging teachers to teach their passion is higher morale among the teaching ranks. Enthusiastic, happy teachers lead to better educational outcomes. Each application for a club must identify the standards that will be addressed, specific activities for each club session, and means to measure student success in alignment to the essential components in the areas below:

Competitive Proposals for 21st CCLC Club - Please respond to the following	
✓	Do you have or are you willing to get the Youth and Child Care Credential?
✓	On what research-based curriculum are your program content and activities?
✓	Cite alignment to the Indiana Academic Standards selected related to literacy (page 4): RF.1 READING FOUNDATIONS, RL.2 READING LITERATURE, RN.1 READING NONFICTION
✓	Cite alignment to Indiana Afterschool Network Specialty Standards related to literacy (page 5): 13c, 13d, 13e, 13f, 14c, 14d, 16d, 18c (See page 5)
✓	In addition to literacy connections are there opportunities for STEM activities?
✓	How will social/emotional/behavioral skills be reinforced using the PRIDE Rubric? (next page)
✓	Described how student activities are aligned to one of the college and career pathways of the future high school campus: (1) Engineering, Technology and Industry, (2) Public Health and Safety, (3) Arts and Communication, (4) Human Services, (5) Natural Resources, (6) Business and Industry
✓	In addition to program metrics, how will you measure the success of your club?

Here are some abbreviated examples of teacher club proposals submitted in preparation for this opportunity to compete for a spot in our 21st CCLC Club Roster

Title: Creative Kids	Teacher: Hartman	Grades K-6
Students will venture into painting, drawing, photography, collage and technology, ending with an Art Show featuring students' work. This club has a strong literacy component as students will read about famous artists and works as well as be asked to respond to prompts in their art journals. Careers in arts and communications will also be explored. Includes a field trip to the ND Snite Museum of Art.		
IAS: RN.1	IANSS: 13d,e	CCR: Arts and Communication
Title: Animal Adventures	Teachers: Holtz & Zoo Staff	Grades K-4
Animal lovers will observe and interact with animals while learning about animal care, research and conservation. Team taught by Mrs. Holtz and the animal education staff from Potawatomi Zoo, students will have the opportunity to meet ambassador animals, present research projects about an animal or conservation topics, and join their parents on an evening safari.		
IAS: RF.1	IANSS: 13d	CCR: Arts and Communication
Title: Next Stop Games	Teachers: Mackiewietz	Grades 3-6
Many students in poverty are denied the opportunity to play family board games. There are many math, reading, problem solving, and strategy skills associated with traditional games. In addition, students practice social skills while they play. A variety will be used including Chess, Monopoly, Dominion, Evolution, Battleship, etc. Family members will be invited to play. Conquering an escape room will be their culminating experience.		
IAS: RF.1	IANSS: 13c	CCR: Engineering, Technology, and Industry
Title: When I Grow Up	Teacher: Soptich	Grades 3-6
Work can be fun if you love what you do! This club will explore different jobs in our community through special speakers from the fire and police department, field trips to a medical practice, RV manufacturer & the South Bend Chocolate Factory, job shadowing at the Potawatomi Zoo and a research & technology project. The students will present their projects to parents in a job fair setting as the culminating event of this club session.		
IAS: RL.2	IANSS: 13e	CCR: ALL
Title: Cooking Club	Teacher: Graves/McKaskle	Grades 4-6
Our little chefs will learn food/kitchen safety, basic cooking techniques, recipe math, and explore foods from different cultures during this 8-week session. As a culminating activity, they will participate in a Food Network-style cooking competition using recipes and mysterious ingredients that must be incorporated in front of a parent audience.		
IAS: RF.1	IANSS: 14c	CCR: Hospitality
Title: The Green Team-Gardening	Teachers: Cogent, Wellfield Botanic Garden Staff & Environmental Center Staff	Grades K-6
The newly built school learning gardens at both HE and ME will be utilized for this club. Mrs. Cogent, assisted by education staff from Wellfield Botanic Gardens & the Elkhart Environmental Center will lead a series of lessons exploring plant life cycles, butterfly metamorphosis, food production, and environmental conservation. The culminating event will be a private picnic for students and their families at Wellfield Botanic Garden including a food tasting of vegetables, fruit, and herbs students grew during the course of the club.		
IAS: RN.1	IANSS: 13D	CCR: Natural Resources

Title: Fine Arts Academy	Teachers: Gibson, Smale	Grades K-6
Students will explore visual arts, dance, theater, music and careers in the arts in the Fine Arts Academy. With partners like Arts on Main, Premier Arts, Next Level Improv, That's Dancing, and the South Bend Symphony students will experience a variety of workshops from local arts professionals. Students will visit an art gallery, see a play, and learn about fine arts-related careers through field trips to the Lerner Theater and the Elkhart Conservatory of Dance. This club runs for all 3 seasonal sessions with different focus areas in each session.		
IAS: RF.1	IANSS: 13e, 14d	CCR: Arts & Communication
Title: Books to the Beat	Teachers: Rodda	Grades K-2
Literacy rich lessons featuring quality children's literature. Each session begins with a read-aloud of a book that is supported by engaging movement and music activities designed to enrich the read-aloud experience. They will explore their curiosity; practice social skills, use their initiative and problem solving skills and executive function; improve their physical fitness, cognitive development and emotional wellbeing; become engaged in math and science concepts and develop a better understanding of people, relationships and the world in which they live. Each lesson is closely aligned with outcomes based on the Head Start Development and Early Learning Framework.		
IAS: RF.1	IANSS: 13c	CCR: Arts & Communication
Title: Art Reach Mentoring	Teachers: Sokolowski	Grades 4-6
Art Reach is an art-based field work mentoring program between high school students and at-risk elementary school students. This club focuses on introducing high school students to disciplined-based art education, teaching strategies, behavior management, curriculum design and mentoring of at-risk students in art production while aesthetically improving the community. This multi-age project allows elementary students to have positive interactions with high school students, learn art concepts from them, and create a mural collaboratively.		
IAS: RN.1	IANSS: 13e, 14d	CCR: Arts & Communication

A. Goals, Objectives, Performance Measures, Activities and Assessment for Grades K – 8

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
1. Improve Academic Achievement in literacy	<p>1.1 Increase percentage of regularly attending participants (RAPs) who demonstrate growth in reading</p> <p>1.2 Increase percentage of RAPs who demonstrate grade level proficiency in reading.</p> <p>1.3 Increase reading comprehension of literature and nonfiction by RAPs</p> <p>1.4 Increase critical thinking, deductive and inductive reasoning, and complex problem solving of RAPS through reading experiences</p>	<p>1. a) Students will engage in contextual reading related to units of study within the context of club membership</p> <p>1. b) Students will participate in enrichment activities aligned to the curriculum of the school day and targeted to level of need.</p> <p>1.c) Students will lengthen the time that they are actively engaged in reading through involvement in club competitions.</p> <p>1.d) Students will participate in activities provided by the Elkhart Public Library.</p> <p>1.e) Students will read with volunteers and tutors from Acts of Service program.</p> <p>1.f) Students will receive tutoring and support from center staff.</p> <p>1.g) Students will participate in the Books to the Beat program cementing reading comprehension & increasing student engagement though connecting literature to the arts.</p>	<p>1.1) The percent RAPs achieving projected growth in reading on NWEA will increase by 5% each year from the program average of 41% across schools.</p> <p>1.2) The percent RAPs passing ISTEP+ Reading will increase by 3% each year from a baseline of 38%.</p> <p>1.3) For RAPs, teachers will report higher performance on graded work aligned to the Indiana College and Career Readiness Standards for Reading</p> <p>1.4) The duration and rigor of student engagement in reading will increase over the course of the year as measured by anecdotal records of RAP program participation</p>	<p>1.1 NWEA Spring Administration compared to Fall Administration on the Reading Subtest for RAPs</p> <p>1.2 Spring ISTEP+ results for the Reading subtest for RAPs</p> <p>1.3 Window assessment data related to essential standards and quarterly progress grades of RAPs for English Language Arts on report cards</p> <p>1.4 Anecdotal teacher records on the amount of time RAPs are productively engaged in independent reading.</p>

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
2. Improve Student Behavior	<p>2.1 Increase the number of RAPs participating in the program who achieve PRIDE recognition.</p> <p>2.2 Reduce office referrals for RAPs</p> <p>2.3 Reduce suspensions for RAPs</p>	<p>2.a. Students will learn and practice the behaviors associated with the PRIDE rubric, both in school and at the Center.</p> <p>2.b. Students will participate in martial arts programming to support character development.</p> <p>2.c. Students will practice being a member of a team through physical challenges, team work, recreation and physical exercise.</p> <p>2. d. Female students will participate in the Girls on the Run program that teaches core values, self-esteem, and physical exercise.</p>	<p>2.1) 80% of RAPs will score at least 1.5 on the PRIDE rubric</p> <p>2.2) Office referrals for RAPs will decrease by 10% per year</p> <p>2.3) Suspensions for RAPs will be eliminated</p>	<p>2.1.a. PRIDE rubric rating of RAPs</p> <p>2.1b.. Daily behavior reports/ celebrations on RAPs</p> <p>2.2 Individual student conferences on behavior with RAPs</p> <p>2.3 Survey of classroom teacher to check for transfer of skills by RAPs</p>
Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
3. Increase Family Involvement	<p>3.1 Provide opportunities for the overall growth and success of families (IASFESS #2)</p> <p>3.2 Provide opportunities for parents to advance parenting skills</p>	<p>3.a) Provide a menu of parenting classes and adult education classes on topics including literacy, health and wellness</p> <p>3.b) Provide child care and donated meals for needy families participating in the educational programming</p> <p>3.c) Welcome parents to programs and host special events for parents, especially when appropriately connected to club curriculum.</p> <p>3.d) Establish a system for managing and encouraging parent volunteers.</p>	<p>3.1) Numbers of parents participating in programming for parents will increase by 10% each year.</p> <p>3.2) Numbers of parents volunteering to participate in the afterschool program with their children will increase by 10% each year</p> <p>3.3) 90% of attending parents will express positive appreciation of the programming</p>	<p>3.1 Sign-in Rosters</p> <p>3.2 Email/Facebook communication</p> <p>3.3 Parent Survey</p>

B. Evidence of Previous Success: In 2017 alone, EEF has funded 21 extracurricular projects and 23 innovative teaching grants for a total of \$120,000, completed 8 library renovations and built the first learning garden in the district. EEF's partner for this grant, ECS, has a strong history of compliance,

accountability, and programmatic impact through the application of federal resources. Additionally, Monger Elementary serves a neighborhood where 34% of the students are English language learners and 87% of the families live in poverty. Despite this, the school is one of the highest performing in the school corporation and has received nothing less than a “B” rating since the inception of the school grading system. This has been attributed in part to successfully and consistently maintaining an afterschool program. See highlights of the executive summary in Appendix B.

EEF is also well-known for having excellent PR. We have hundreds of impressions in the media last year. Our communication plans are designed specifically for each project and carefully developed with the target audience in mind. EEF successfully quadrupled attendance at their summer day camp in just 1 year growing to more than 450 students. This is largely due to having a quality program that is intentionally advertised to the appropriate audiences. This is where EEF excels!

C. Design Requirements:

Title I Schools, Non-Title I Schools, Targeted Students, and Their Families: In this application, all public schools have poverty rates above 50% and performance levels below state average on state tests with one school is identified as “Comprehensive Support” by the IDOE. Exclusively invited to attend the center programming are students enrolled in the buildings specified in this application and those who attend a nonpublic school but live within a five-mile radius of the schools. Family members of these students actively engaged in this program are also welcomed. Recruitment will occur through school newsletters, email, social media, communications from the classroom teachers, messages circulated by participating nonpublic schools, and information distributed by translators and parent coordinators. Personal contact with the students and families in the neighborhoods will occur through visits to classrooms, church events, adult education programs, and other community event opportunities. The greatest marketing tool will be the enthusiasm of the student’s teachers who are participating in the programming.

Dissemination of Information: A description of the services, the program location, and how to access the program will be distributed in both English and Spanish as brochures to students and family members from the identified schools. Information will be posted on the district website, social media, school newsletter, school social media, school marquee and provided to the local media, churches, and offices with this basic content:

Service Description:

Engaging before and after school academic support and enrichment clubs are planned for students and their families living within the school boundaries and a five mile radius of Hawthorne and Monger Elementary. There is no charge to families and transportation is provided.

Program Location: Programs are available at each location:

Hawthorne Elementary School – 501 W. Lusher Ave., Elkhart, IN 46517-1822

Monger Elementary School – 110 E. Hively Ave., Elkhart, IN 46517-2669

How to Access the Program: Please contact the school for more information:

Hawthorne Elementary School - 574-295-4820/ echandler@elkhart.k12.in.us

Monger Elementary School - 574-295-4860 / awalkher@elkhart.k12.in.us

Because 34% of the parents of the targeted schools are non-English speakers, program promotion will include utilization of niche medium and the translation of information to the families. A district family parent liaison who speaks Spanish and hosts a Latino radio program will support this process for the Hispanic families who make up a majority of our non-English speakers.

Communication with Schools: (a) Representatives of private schools in the area attend a quarterly lunch where meaningful consultation on equitable participation in all federal programs, including Title IV, are discussed. (b) Public student data is housed in PowerSchool, a sophisticated student data management system that allows the access to data to be set per individual staff member based on FERPA guidelines. All staff members of the program will be ECS staff members and will be held to standards in place. Community partners will offer programming only with the supervision of an ECS “host teacher”. In the case of an attendee from a nonpublic school, consent forms will delineate proper data management plans. (c) Staff members who have “legitimate educational interest” in managing student progress data will be given access with respect to FERPA and (d) will be encouraged to not only use the software to share progress information but also to communicate regularly with the

students' school-day teachers. (e) Families of participating students will receive progress information at least as frequently as every four weeks, more frequently if critical to student progress. This can be provided through ClassDojo, free software already used at MDE. Teachers will communicate regularly through grade level meetings and then with 21st CCLC staff regarding the needs of students in the program. (f) The Advisement Council will receive updates on progress at each Center quarterly.

Promoting parental involvement, family literacy, and related family educational attainment

activities: In partnership with the Elkhart Public Library and Books to the Beat, a series of parent/child “literacy nights” will allow an opportunity for parents to interact with their children around the concepts of literacy in a non-threatening and positive environment through planned activities from a variety of facilitators. Parents will learn tips to use at home to reinforce reading skills at these events. Professional facilitators, including Child and Parent Services (CAPS) and the Positive Parenting Program (Triple P), will be organized to provide a robust and attractive menu of opportunities. Our parents will be welcomed into the activities through a schedule of volunteering, special programs, and showcase events. The grant will supplement translations services available at ECS to support communication with families. Programming is planned for parents where they will find a welcoming atmosphere as they participate in parent trainings, support groups, health and fitness activities, and adult education classes in literacy, finance, citizenship, EL acquisition, career counseling, and other topics. The programming will be limited to the families of the students engaged in the programming and will not exceed the hours and days of the student activities.

USDA Approved snacks for 21st CCLC Children: The partnership with ECS guarantees the provision of a healthy food service program that serves only those meals and snacks approved by the USDA and the IDOE. On school days, students in the identified schools will be provided an afternoon snack in school prior to school dismissal based on the establish USDA guidelines. Food and drink will

be available and will be handled safely as articulated in Standard 23 of the Indiana Afterschool Network Program standards

Weekly Schedule: Programming will be available one hour before and two hours after school 5 days a week and 2 hours on Saturday. A variety of club opportunities will be offered concurrently. There will be 3 8-week club seasons (fall, winter, spring) with clubs meeting once a week for 2 hours. A number of special events like parent literacy nights and multi-generational activities will be offered throughout the school year as well. Transportation will be provided.

The proposed schedule includes 21st CCLC programming for one hour before school and two after for the elementary day for a total of at least 150 days:

ELEMENTARY SCHOOLS	Weekdays Before School 7:30 – 8:30	Weekdays After School 3:40 – 5:40	Saturdays
Hours with Students per day	1	2	4
Number of days per week	5	4	1
Number of weeks	34	34	10
Total Program Hours = 482	170	272	40

Student Activity Plan for Year One (**Literacy** embedded in all phases)

	Before School –	After School Rotation	
M	Homework Club	Academic/Social-Emotional Support	Club #1 (recreational focus)
T	Homework Club	Academic/Social-Emotional Support	Club #2 (enrichment/STEM focus)
W	Homework Club	Academic/Social-Emotional Support	Club #1 (recreational focus)
Th	Homework Club	Academic/Social-Emotional Support	Club #2 (enrichment/STEM focus)
F	Homework Club		
S	Specialty Study Trips, 10 days a year at each level		

21st CCLC Learning Center: We will use the 21st CCLC logo on all program materials. This expectation is familiar to the EEF Board of Directors. EEF’s publicist, staff, and the programming staff will be informed of this requirement.

VI. PROFESSIONAL DEVELOPMENT -Year 1 Professional Development Activities

Priority One: Attend required state and regional trainings/meetings, recommended state and national workshops/conferences				
PD Activities	Provider	Objectives	Outcomes	Strategies
Afterschool Programming Leadership for Project Coordinator and Site Coordinators	IDOE and the Afterschool Network professionals	Increase the skills and knowledge of the 21 st CCLC staff to design and administer effective after school programming	Excellent ratings on the IANSS rubric. Improvements measured in student academic growth the annual executive summary	Two annual regional meetings and three annual trainings. Off-site conference participation
Priority Two: Support the acquisition of the Indiana Child & Youth Care Certification for at least 50% of the certified staff				
PD Activities	Provider	Objectives	Outcomes	Strategies
ICYC Certificate for certified staff	Indiana Youth Services Association	Staff will develop a broad-based knowledge and skills necessary to provide quality care.	Annual executive summary will indicate excellence in program delivery.	Portfolio submission and exam
Priority Three: Support the development of strong behavior management and response strategies				
PD Activities	Provider	Objectives	Outcomes	Strategies
Verbal de-escalation and crisis cycles for all staff	Anthony England, ECS Associate Superintendent	Staff will learn techniques for working with student behaviors.	Students who attend the program will score at least 1.5 on the pride rubric	Direct training and instruction
Life-Space interviews for all staff		Staff will learn how to teach students new coping skills to replace ineffective negative reactions that drive their behavior.	Office referrals for RAPs will decrease by 10% per year Suspensions for RAPs will be eliminated	Direct training and instruction
Positive Behavior Instruction and Support for all staff		Staff will learn procedures to support building-wide expectations and to measure behaviors using the PRIDE rubric		Direct training and instruction
Priority Four: Assure that staff is trained in literacy instruction				
PD Activities	Provider	Objectives	Outcomes	Strategies
Literacy Training for all staff	Tara White, ECS Director of Literacy	Staff will develop an understanding of how to incorporate literacy into a variety of Center activities	The percent RAPs achieving projected growth in reading on NWEA will increase by 5% each year from the program average of 48% across schools.	Workshops

Priority Five: Assure that staff is trained in principles of engaging/innovate educational practices				
PD Activities	Provider	Objectives	Outcomes	Strategies
Instructional Technology PD for all staff.	Wes Molyneaux, ECS Director of Instructional Technology	Staff will develop an understanding of how to incorporate technology, innovative teaching practices, and methods proven to engage at-risk student into a variety of Center activities	Office referrals for RAPs will decrease by 10% per year The percent RAPs achieving projected growth on NWEA will increase by 5% each year from the program average of 48% across schools. The duration and rigor of student engagement will increase over the course of the year as measured by anecdotal records of RAP program participation.	Workshops

VII. EVALUATION (15 POINTS)

Evaluation Plan: ECS will partner with The Indiana Youth Institute (IYI) to conduct the evaluation.

IYI has conducted large scale, multi-year and multi-site evaluations throughout Indiana (see MOU for details on impressive credentials of team). The evaluation protocol developed by the IYI evaluation team will give consistent and clear reporting to meet grant requirements and make informed decisions to ensure continuous improvement. The broad goals and objectives are in alignment with the federal requirements of the program: Improve (1) Academic Achievement, (2) Student Behavior; and (3) Family Involvement. Analyses will include the extent to which the program: a) aligns its activities with school improvement plans, b) is academically substantive, c) engages parents and families in their student's academic and social development, d) is a highly professional operation driven by staff development, e) is achieving its goals and objectives, and f) aligns its activities with the core academic standards and builds upon the IN-QPSA results for continuous improvement.

Evaluation Design: The evaluation will be comprised of a multi-method and multi-source evaluation protocol. IYI will utilize a quasi-experimental design to examine both processes and outcomes in

component 3.8.2 of the federal guidelines in order to inform programmatic decisions as each grant year progresses through a holistic understanding of the program's impact.

Type of data to be Collected	When the data will be collected by whom	Instruments used for data collection	Steps to utilize evaluation data to drive program improvement
Grades and classroom academic performance	Quarterly by EEF/ECS staff	Grades in English Language Arts and Reading entered into EZ Reports from report cards	Findings will initiate conversation between classroom teacher to increase consistency and pursue cause/effect analysis
Classroom behavior	Quarterly by EEF/ECS staff	Using the PRIDE rubric as recorded on report cards	
Attendance	Quarterly by EEF/ECS staff	Entered into EZ Reports	Findings will inform marketing plan. Comparative data will suggest changes to add appeal and engagement
Discipline (Referrals, Suspensions, Expulsions)	Quarterly by EEF/ECS staff	Entered into EZ Reports from PowerSchool	Findings will be shared with social worker and administrators to identify what has been effective and where more ideas are needed.
Teacher survey data on student academic improvement.	Quarterly by EEF/ECS staff	Entered into EZ Reports	Evaluators will seek to identify effective strategies and curriculum approaches
Reading Progress	Fall, Winter, Spring administration by EEF/ECS staff	NWEA MAP – individual projected growth scores	These data will be used to motivate students who will “own” their data and share it with adults.
Reading Achievement	Spring EEF/ECS	ISTEP+ ELA and NWEA Reading	
Program Impact – Student Engagement, Resource Connections and Improvement	Semi-annually minimally and at parent events by EEF/IYI staff	Student survey Parent survey Teacher survey	Qualitative information about the impact of the program and enrichment activities will drive improvement plans
Program Compliance/Safety	Quarterly by EEF/ESC staff/ Annually by IYI staff	Indiana After School Network Standards checklists	If there are findings, these will be corrected immediately.
Program efficacy and effectiveness of meeting participant needs	1. Spring 2. Fall and spring by IYI staff	1. Staff interview using the Staff Interview Guide 2. Two site visits to observe program activities and implementation, as well as to note observable program successes and challenges using the Site Observation Guide	

The IYI Evaluator and EEF staff will collaboratively share in data collection responsibilities aligned to the Program Goals and Design. IYI will be responsible for conducting the analyses of the quantitative and qualitative data. Both descriptive and inferential statistics will be used to analyze the quantitative data. The qualitative data will be analyzed to locate patterns and themes. The quantitative and qualitative data will also be reviewed to check for similarities and differences, thereby providing

support of results or indicating a need for further investigation. IYI Evaluator will be responsible for (1) processing and analyzing data (2) providing informal progress reports each semester; (3) providing formative evaluation reports on an annual basis; and (4) providing a summative report at the end of the funding period. All reports will be delivered eight weeks after the final data is provided to IYI so that program changes can be made prior to the start of the next grant year.

Use of Results for Program Improvement: EEF will use the outcome and process evaluation data to make program improvements and adjust processes to ensure maximum program efficiency and efficacy. IYI will engage in monthly e-mail and phone communications with EEF to regularly address evaluation progress and next steps. Annual meetings with the IYI evaluation team will review yearly results and discuss recommendations and next steps.

Prior to meeting with the IYI evaluation team in the spring semester, the program will rate its current performance based on the Indiana Afterschool Standards using the Indiana Quality Program Self-Assessment (IN-QPSA). This information will be shared with EEF program advisory committee, IYI evaluator, and school staff. EEF will use the evaluation data and IN-QPSA findings to make program improvements and adjust processes to ensure maximum program efficiency and efficacy. Careful attention to evaluation results will demonstrate accountability, as well as build a case for sustainability. Evaluation processes and protocols will provide the feedback and communication to ensure the program keeps a keen focus student outcomes and on continuous improvement.

Annual Reporting: After site visits take place in the spring, the observation, focus group, and interview data will be written into an evaluation brief and provided to EEF within 4 weeks. An annual written report, including an Executive Summary, will be developed during the summer each year upon receipt of year end data. This report will include the outcomes on performance measures, student attendance data, IN-QPSA data, and data from site observations and focus groups referenced to Indiana Afterschool Network Standards and Indiana Academic Standards. Data analysis will indicate trends in

each section. Information will be provided in narrative and table format within the report. This annual report will be provided to EEF for timely submission to IDOE. At the completion of the 4th year, IYI will develop a report that provides a reflection of the previous 4 years and includes aggregated data.

Required Data from Schools: EEF will submit participant information to the IDOE each semester.

The Program Manager will have responsibility for entering all the data into EZ Reports. These data include attendance trends, progress towards goals, evidence of program quality, and more.

Early Learning Programs EEF does not plan to serve children not yet in Kindergarten.

Required Performance Measures – The following table outlines the performance and attendance measures, as well as the strategies for measuring the data. Targets are based on program performance history and were established in collaboration with school personnel. Each performance target has been identified as reasonable with a stretch goal for increasing outcomes annually.

<i><u>Reach</u></i>	<i><u>Education/Cognitive</u></i>	<i><u>Youth Development</u></i>
The 21 st CCLC program will serve 120 elementary students for 60 or more days, increasing by 10 students each year.	90% of RAPs will maintain or improve their grades/ from spring to fall. 80% of RAPs will maintain or improve their grade-level performance in Reading English/Language Arts from spring to fall.	80% of RAPs will have no programmatic disciplinary actions. 80% of RAPs will score at least 1.5 on the PRIDE rubric.
<i><u>Career/Life Skills</u></i>	<i><u>Health</u></i>	<i><u>Parent Engagement</u></i>
90% of RAPs will identify 10 viable career opportunities aligned to the CCR pathway of the club that they selected.	60% of RAPs will chose at some point in the year a “club” that involves physical activity or learning about healthy living.	50% of parents of RAPs will participate in at least 1 program activity.

VIII. SUPPORT FOR STRATEGIC PRIORITIES:

The ECS School Board has articulated a five-year strategic plan that identifies “The Elkhart Promise: Every student is known by name, challenged and supported by highly effective staff, and in partnership with the community, will graduate career/college ready and life ready.” Literacy is specifically identified as a top priority for specific quality indicators in the ECS report card. Within

this document, long term metrics around literacy are tracked as a measure of district success using not only the state assessments but also NWEA measures.

The success of the afterschool program is highly correlated with the connections that are strategically carried from the school day where the instructional plans are based entirely on the Indiana Standards. With the certified teachers from the students' buildings facilitating the experiences in the 21st CCLC program in concert with professional experts from our list of community partners, this Center design is inherently an extension of the ECS accredited program and benefits of related PD. The curriculum from the school day is organized around select "essential standards" as indicated on page 4-5 of this proposal. These will be used to design the afterschool club activities, measure the success of those activities, and gauge the program effectiveness as a whole. All teachers will have access to the same actual materials and resources of which the students are familiar if that degree of consistency is indicated to support the student learning. The progress of the students reflects directly back to the accountability metrics of the school buildings and the teacher effectiveness ratings. For students who are not being instructed by their regular classroom teacher in the afterschool program, a system of communicating during teacher team meetings will be established. Center staff will be able to access the grades, assignments, test scores, and behavioral data directly through their access to PowerSchool, the software system that manages all student information for ECS. The same access is true for accessing the shared learning management system software for the district.

Program goals are intentionally aligned with selected goals and strategies identified in the School Improvement Plans (SIPs) of the targeted schools. ECS elementary schools rely heavily on NWEA for a bulk of their progress measures and all schools have goals directly related to literacy. The relevant key components from the schools' SIPs are as follows:

	Goal
Hawthorne Elementary	At least 68% of all students will meet or exceed expected growth in Reading by 5/18/2019 as measured by NWEA Reading.
	Strategies
	<p>1. Staff will function as professional learning communities, choosing critical standards, creating common formative assessments, and determining intervention and extension activities guided by NWEA learning continuum and classroom analysis – Hattie, Visible Learning.</p> <p>2. Each teacher will have an individual goal conference with each student three times a year – “Save a Student” strategy.</p>
	Goals
Monger Elementary	<p>By spring of 2019, 50% students in grades K-2 will be proficient on NWEA for each individual grade level benchmark.</p> <p>By spring of 2019, 92% students in grade 3 will read at or above grade level as measured by IREAD.</p> <p>By spring of 2019, 70% students in grades 3-6 will score proficient as measured by ELA ISTEP.</p>
	Strategies
	Instruct will following the scope and sequence of Indiana Academic Standards using the resources of Journey’s, curriculum maps, and selected literacy studies.

IX. SUSTAINABILITY PLAN

The Elkhart Educational Foundation is committed to continuing our fundraising efforts to award grants for high-quality after school program proposals aligned with our purpose of “providing extraordinary learning experiences inside and outside of the classroom regardless of socioeconomic status.” Since our inception, EEF has impacted more than 6,000 students with \$180,000 in extracurricular grants across the district. We have extensively tested the model we propose in this application. By allowing teachers the opportunity to pitch their idea, a topic or theme they are particularly passionate about, the likelihood of a club/program having enthusiastic RAPs that show academic growth is much higher. We’ve spent our own money testing these theories and will not waist grant funds in experimenting with new structures. We are already a step ahead of the sustainability curve.

EEF has established many partners in the business community including companies from the thriving RV industry, local banks, well-established health care practices and hospitals, a myriad of non-profits, and even the South Bend Cubs. EEF is a proven leader in coordinating community partners to strengthen the fabric of services to ALL kids in Elkhart. Not only is EEF a major part of the sustainability plan for Monger and Hawthorne, but we also intend to support quality after-school programming across Elkhart Community Schools. We have successfully proven to local companies the value added to student’s lives through extracurricular programing and they are demonstrating their support through sponsorship. EEF will find a sponsor for every major program in the district in the next 5 years. For instance, Lippert Components is highly interested in sponsoring the district’s robotics program at all levels. In a town like Elkhart, where industry is thriving, there is great potential for finding sponsors for all ECS extracurricular programs.

Furthermore, a strong pairing is envisioned between sponsorship fostered by EEF and the relationships with agencies developed through the Advisory Councils of previous ECS cohorts. A

robust and connected Advisement Council has been assembled to diligently develop a sustainability plan over the next four years. They will help us look back and evaluate what has worked with other cohorts and also look forward to join forces and support this programming when the grant funds are no longer available. As a sustainability goal for year one, the Advisement Council will add \$10,000 worth of materials and supplies for individual clubs from our partners.

EEF has included volunteer tutors from the Acts of Service program, which increases the adult to student ratio while increasing the impact of the program. The added coordination of a volunteer force to assist with the licensed teachers will allow for reduced costs as well. Sustainability is further ensured by the “train the trainer” model of professional development we are committed to in this project. The community experts who supply contracted services in year 1 will accept teacher apprentices in year 2 along with formalized training through PD workshops. In year 3 and 4, the teachers will be able to lead the clubs with only periodic support from the organizations reducing the cost of contracted services.

X. SAFETY AND TRANSPORTATION

Both schools are equipped with new security entrance systems and the Raptor Visit Management Software, which quickly checks IDs against criminal databases. Students will register for 21st CCLC clubs/programs (rather than using a drop-in/drop-by system) and attendance will be taken as students move from their last class to the after-school program. Dismissal procedures after the program will be consistent with end of the school day including the standard operating procedures used for students to board school buses for the regular school day. If there is a reason for parent pick up, students can be signed out by a parent or an authorized appointee using the school day protocol of checking the ID of the adult against a register of who can legally take the student.

All information on employees of the center will be on file in the Human Resources Division of the ECS office. All personnel hired to work at the center will be employees of ECS and therefore will already meet the licensing and safety requirements of the school system. A complete background check is required prior to employment and every 5 years routinely after that. Volunteers and partners in educational programming will all complete the required background check before contact with students. Since the facility is a public school, it already meets all of the safety requirements for IDOE State accreditation and the Indiana Afterschool Network.

On a quarterly basis, the Program Manager will run a check on the list of standards from the Indiana Afterschool Network and provide corrective action related to any findings. Staff will be familiar with this list and will know to report problems. For those items that cannot be observed at the time of the visit, staff will be interviewed to assure compliance. Here is an abbreviated outline of the checklist that will be used:

- ✓ STANDARD 19: The safety and security of all children and youth are protected
- ✓ STANDARD 20: Children and youth are carefully supervised to maintain safety
- ✓ STANDARD 21: The program provides an environment that protects and enhances the health of all
- ✓ STANDARD 22: The staff work to protect and enhance the health of all children and youth
- ✓ STANDARD 23: The program serves foods and drinks that meet the needs of all children and youth
- ✓ STANDARD 24: The process of administering medication is clearly outlined and rigorously followed

XI. BUDGET

The 21st CCLC Budget Workbook has been provided with detail. Here is a narrative:

Please note that the year 1 budget is based on only a single semester of Center operation. Since the IDOE project year is June 1, 2018-June 30, 2019 and grant funds won't be available for this RFP until January 2019, the budget reflects only 50% club teacher stipends, transportation costs, and materials.

Personnel: The Project Director role will be filled by the EEF Grant Development Specialist, Erin Hartman. Approximately 1/3 of her total job time will be spent on the project director duties and thus 1/3 of her salary and a portion of her benefits is added to this budget for a total of \$20,000. Each of the two sites will have a Site Coordinator, specifically an ECS employee that works in the respective buildings with a stipend of \$5,000 each. Club teachers will be responsible for club curriculum two hours a night for 1 night a week for the 8 week session (16 total hours) for a \$750 stipend. Each site will be allotted 24 clubs for a total of 48 stipends of the course of a school year. Morning club teachers will work 1 hour a day for 5 days a week to provide instructional/homework support for center participants for a stipend of \$1100 per 8 week session. (40 total hours) Each site will have an instructional assistants, and a translator/parent advocate.

Conference Travel: For this project, travel will be limited to the IYI Fall Conference and the Spring Conference. Hotel, parking, meals, and mileage have been calculated for 8 staff.

Student Travel: Transportation will be provided to the centers in the morning and from the centers at the end of the day. Costs have been calculated at \$54/hour for two hours a day at each school. Twenty Saturday trips have also been included.

Equipment: Monger Elementary has equipment from their experience as a previous 21 CCLC site. Their equipment can be shared between both sites in this application. Other necessary equipment for new clubs is largely being provided by the community partners in-kind.

Supplies: A small amount has been added to support basic operations of the program.

Contractual: The required IYI Evaluation Services and EZ Report Data Collection fees have been included in this application totaling \$45,205 over 4 years. Additionally, EEF intends to contract with two regional student service partners to offer programming for parents/families and a number of non-profit partners to support club programming at one or both sites. Triple P is an organization that provides parent training related to proactive interaction and crisis intervention. Similarly, Child and Parent Services(CAPS) will provide curriculum for our parent programs. Together, these services cost \$3750 per year. The non-profit partners that will be sending in experts in their fields to assist in the club programs cost \$37,890 for the first 2 years reducing in cost in years 3 & 4. Teachers will apprentice with many of the expert leaders preparing them to run the program independently in many cases. This train the trainer model also adds to our sustainability.

Professional Development and Training: This category includes the registration for the required for the Fall IYI and the Spring IAN conferences for 8 staff members per year. This grant also pays for CPR certification for 15 staff members at \$45. We intend to attain widespread CYC certification and have set aside funds for the Director, two site coordinators, and 5 club coaches to receive entry level certification totaling \$1880. In order to provide additional training from our non-profit partner experts, we've also included several workshops that are intended to train Center staff to offer additional club programs without external support in years 3 & 4. Those workshops total \$4200

Additional professional development will be provided in-kind by the ECS Assistant Superintendent on topics related to verbal de-escalation, life-space interviews and positive behavior instruction. In-kind professional development related to integrating literary experiences into club activities will be provided by the ECS Director of Literacy. The Director of Instructional Technology will also offer workshops and ongoing support in-kind to assist teacher in integrating technology and innovative teaching practices in club activities.



MEMORANDUM OF UNDERSTANDING

Between Elkhart Education Foundation and

Child and Parent Services

As delineated on "Form 5" of the 21st Century Community Learning Grant Application
Executed on this day, contingent upon grant acceptance.

Ashley Molyneaux
January 1, 2019

This agreement is between "Party A," hereinafter called Child and Parent Services and "Party B," hereinafter called Elkhart Education Foundation.

I. PURPOSE & SCOPE

The purpose of this MOU is to identify the roles and responsibilities of each party as they relate to the 21st Century Community Learning Centers Program planned for Monger and Hawthorne Elementary School.

Specifically, both parties will collaborate to:

- Provide representation on the Advisement Council,
- Serve as a resource for referral and information services for families across a broad spectrum of topics; i.e., housing crisis, handling a mentally ill family member, coping with out-of-control children, providing relief in stressful situations (Parent Aide program),
- Provide, as appropriate, home-based support and education services for families,
- Provide a wide menu of parent education opportunities, workshops, groups, one-on-one parent coaching, with varying levels of intensity,
- Provide, at no charge, workshops on Recognizing and Responding to Child Abuse and Neglect, and

II. BACKGROUND

For families experiencing a crisis, the CAPS Parent Aide staff can be called upon to assist the family with accessing the community services need to overcome the situation. CAPS staff will first assess whether or not the family is a good fit for their local Community Partners for the Safe Families Program. If the family is interested in participating in the program, CAPS staff will make the appropriate referral to the Community Partners Program.

III. RESPONSIBILITIES OF CHILD AND PARENT SERVICES UNDER THIS MOU

CAPS Parenting Education (August-May):

1. Parenting Cafe/Parenting Classes:
 - a. Nine per year
 - b. Child and Parent attend

- c. \$400 per session X 9 sessions = \$3600
- 2. One-on-one Coaching/Follow-through
 - a. Twenty four per year
 - b. \$100.00 per session/\$2,400.00 per year
- 3. To serve (in kind) in the amount of \$800.00 on the Advisement Council at four meetings per year

Total Cost for Parenting Education: \$ over a four-year period

The total cost for programming would be \$6,000 per year.

Effectiveness of Parent Education services:

Surveys show a decrease in participants' perceived stress and an increase in their perceived self-efficacy and perceived control.

IV. RESPONSIBILITIES OF ELKHART EDUCATION FOUNDATION UNDER THIS MOU

Elkhart Community Schools shall undertake the following activities:

- Ensure that all aspects of the programming will be carried out with fidelity according to the 21st Century Community Program 2018-22 Sub-grant Application, Form 10 Assurances (Attachment J),
- Actively engage the community partners in the goals of the Center,
- Plan and facilitate quarterly Advisement Council meetings,
- Implement the educational program outlined in the approved application,
- Monitor and comply with the program and budget,
- Support the lead evaluator with data collection processes,
- Complete the necessary reports and submit them to the state in a timely fashion,
- Manage the calendar of programming,
- Keep attendance and behavior records,
- Encourage and record parent attendance,
- Enforce program policies and safety protocols with students and families,
- Solicit and schedule adult volunteers,
- Supervise site coordinators and volunteers,
- Communicate with building administrators and staff,
- Maintain student records including health and emergency plans, and
- Attend mandated program directors meetings and follow required professional development.

V. BOTH PARTIES MUTUALLY UNDERSTAND AND AGREE UPON THE FOLLOWING:

- 1. This agreement is contingent upon receipt of the 21st Century Community Learning Center's Grant award, which includes an allotment to make payment from the grant and allows both parties to renegotiate terms at the time of the reward.
- 2. This MOU may be terminated by mutual agreement of the parties, and shall automatically terminate upon completion of all responsibilities as stated herein, unless otherwise amended.

VI. FUNDING

This MOU includes reimbursement of funds between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of authorized officials of Party A and Party B. It shall be in force from January 1, 2019 to December 31, 2019, to be renewed each continuing year through mutual negotiation.

Parties A and B indicate agreement with this MOU by their signatures.

Melinda Konrath-Fielding

Ashley Molyneaux

Partner Signature

EEF Executive Director Signature

_____7/30/18_____

_____7/30/18_____

Date

Date



MEMORANDUM OF UNDERSTANDING

Between Elkhart Education Foundation and

Junior Achievement/Lemonade Day of Elkhart County

As delineated on "Form 5" of the 21st Century Community Learning Grant Application
Executed on this day, contingent upon grant acceptance.

Ashley Molyneux
January 1, 2019

This agreement is between "Party A," hereinafter called Next Level Improv and "Party B," hereinafter called Elkhart Education Foundation.

I. PURPOSE & SCOPE

The purpose of this MOU is to identify the roles and responsibilities of each party as they relate to the 21st Century Community Learning Centers Program planned for Monger and Hawthorne Elementary School.

Specifically, both parties will collaborate to provide rich after-school programming for Monger and Hawthorne Elementary Schools. The standards-based, highly engaging instruction will increase educational outcome trends and positive behavior trends for their respective student populations.

II. BACKGROUND

The mission of Junior Achievement & Lemonade Day is to reach every child in Elkhart County with the inspiration of entrepreneurship, fundamentals of finance and the principles of earning, saving, and sharing. With Junior Achievement programming, students are immersed in financial education in a way that is fun and engaging; through Lemonade Day, students implement financial literacy lessons as they create and run their own business.

III. RESPONSIBILITIES OF JUNIOR ACHIEVEMENT/ LEMONADE DAY UNDER THIS MOU

Junior Achievement will provide resources and training for a club leader to launch Lemon University for a program fee of \$25 per participant (estimated 20 kids)

- Junior Achievement will provide resources and training for a club leader to launch the JA More Than Money Workshop for a program fee of \$525.

IV. RESPONSIBILITIES OF ELKHART EDUCATION FOUNDATION UNDER THIS MOU

Elkhart Community Schools shall undertake the following activities:

- Ensure that all aspects of the programming will be carried out with fidelity according to the 21st Century Community Program 2018-22 Sub-grant Application, Form 10 Assurances (Attachment J),
- Actively engage the community partners in the goals of the Center,
- Plan and facilitate quarterly Advisement Council meetings,
- Implement the educational program outlined in the approved application,
- Monitor and comply with the program and budget,

- Support the lead evaluator with data collection processes,
- Complete the necessary reports and submit them to the state in a timely fashion,
- Manage the calendar of programming,
- Keep attendance and behavior records,
- Encourage and record parent attendance,
- Enforce program policies and safety protocols with students and families,
- Solicit and schedule adult volunteers,
- Supervise site coordinators and volunteers,
- Communicate with building administrators and staff,
- Maintain student records including health and emergency plans, and
- Attend mandated program directors meetings and follow required professional development.

V. BOTH PARTIES MUTUALLY UNDERSTAND AND AGREE UPON THE FOLLOWING:

1. This agreement is contingent upon receipt of the 21st Century Community Learning Center's Grant award, which includes an allotment to make payment from the grant and allows both parties to renegotiate terms at the time of the reward.
2. This MOU may be terminated by mutual agreement of the parties, and shall automatically terminate upon completion of all responsibilities as stated herein, unless otherwise amended.

VI. FUNDING

This MOU **does** include reimbursement of **funds** between the two parties.

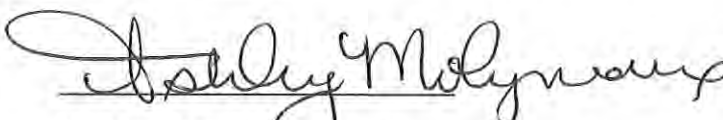
VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of authorized officials of Party A and Party B. It shall be in force from January 1, 2019 to December 31, 2019, to be renewed each continuing year through mutual negotiation.

Parties A and B indicate agreement with this MOU by their signatures.



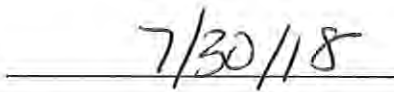
Partner Signature



EEF Executive Director Signature



Date



Date



MEMORANDUM OF UNDERSTANDING

Between Elkhart Education Foundation and

Salvation Army

As delineated on "Form 5" of the 21st Century Community Learning Grant Application
Executed on this day, contingent upon grant acceptance.

Ashley Molyneaux
January 1, 2019

This agreement is between "Party A," hereinafter called Salvation Army and "Party B," hereinafter called Elkhart Education Foundation.

I. PURPOSE & SCOPE

The purpose of this MOU is to identify the roles and responsibilities of each party as they relate to the 21st Century Community Learning Centers Program planned for Monger and Hawthorne Elementary School.

Specifically, both parties will collaborate to provide rich after-school programming for Monger and Hawthorne Elementary Schools. The standards-based, highly engaging instruction will increase educational outcome trends and positive behavior trends for their respective student populations.

II. BACKGROUND

Archery provides a wonderful opportunity for people of all ages, sizes, athletic abilities, and physical capabilities to build developmental assets. It helps to create a framework for growth in areas such as support, empowerment, boundaries and expectations, and constructive use of time, and will provide a great avenue for your child to get involved in the sport in their school. The Elkhart Salvation Army provides certified NASP archery instructors for local students interesting in all levels of archery participation.

III. RESPONSIBILITIES OF SALVATION ARMY UNDER THIS MOU

- Provide NASP certified Instructors
- Instruct beginning level archery club participants in the skills and character development of archery. (8 week session, 2 hours per week). Services to be provided free of charge.
- Provide equipment and range use on premise at Salvation Army in-kind.
- Allow interested teachers to apprentice with the instructors during the club time to learn how to lead the club in future years. (in-kind)

IV. RESPONSIBILITIES OF ELKHART EDUCATION FOUNDATION UNDER THIS MOU

Elkhart Community Schools shall undertake the following activities:

- Ensure that all aspects of the programming will be carried out with fidelity according to the 21st Century Community Program 2018-22 Sub-grant Application, Form 10 Assurances (Attachment J),
- Actively engage the community partners in the goals of the Center,

- Plan and facilitate quarterly Advisement Council meetings,
- Implement the educational program outlined in the approved application,
- Monitor and comply with the program and budget,
- Support the lead evaluator with data collection processes,
- Complete the necessary reports and submit them to the state in a timely fashion,
- Manage the calendar of programming,
- Keep attendance and behavior records,
- Encourage and record parent attendance,
- Enforce program policies and safety protocols with students and families,
- Solicit and schedule adult volunteers,
- Supervise site coordinators and volunteers,
- Communicate with building administrators and staff,
- Maintain student records including health and emergency plans, and
- Attend mandated program directors meetings and follow required professional development.

V. BOTH PARTIES MUTUALLY UNDERSTAND AND AGREE UPON THE FOLLOWING:

1. This agreement is contingent upon receipt of the 21st Century Community Learning Center's Grant award, which includes an allotment to make payment from the grant and allows both parties to renegotiate terms at the time of the reward.
2. This MOU may be terminated by mutual agreement of the parties, and shall automatically terminate upon completion of all responsibilities as stated herein, unless otherwise amended.

VI. FUNDING

This MOU does not include reimbursement of funds between the two parties. All services are being rendered in-kind.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of authorized officials of Party A and Party B. It shall be in force from January 1, 2019 to December 31, 2019, to be renewed each continuing year through mutual negotiation.

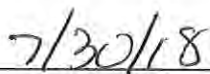
Parties A and B indicate agreement with this MOU by their signatures.



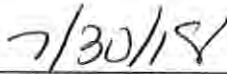
Partner Signature



EEF Executive Director Signature



Date



Date



MEMORANDUM OF UNDERSTANDING

Between Elkhart Education Foundation and

Potawatomi Zoo

As delineated on "Form 5" of the 21st Century Community Learning Grant Application
Executed on this day, contingent upon grant acceptance.

Ashley Molyneux
January 1, 2019

This agreement is between "Party A," hereinafter called Potawatomi Zoo and "Party B," hereinafter called Elkhart Education Foundation.

I. PURPOSE & SCOPE

The purpose of this MOU is to identify the roles and responsibilities of each party as they relate to the 21st Century Community Learning Centers Program planned for Monger and Hawthorne Elementary School.

Specifically, both parties will collaborate to provide rich after-school programming for Monger and Hawthorne Elementary Schools. The standards-based, highly engaging instruction will increase educational outcome trends and positive behavior trends for their respective student populations.

II. BACKGROUND

The oldest zoo in Indiana, The Potawatomi Zoo inspires excellence in education, conservation, and improved animal quality of life. As an integral part of our mission, Zoo to You programs provide inquiry-based lessons for grades K-6 that enhance students' experience with animal encounters, biofacts, and hands-on activities. With a range of topics, such as animal adaptations, habitats, and classifications, Zoo to You programs meet Indiana's Academic Standards for Science and connect students to nature, wildlife, and the environment. Each Zoo visit to an Elkhart school will build upon the students' previous knowledge and critical thinking skills, culminating in an Evening Safari program at Potawatomi Zoo for the students and their families.

III. RESPONSIBILITIES OF POTAWATOMI ZOO UNDER THIS MOU

- Zoo Education Staff will support the host teacher in providing programming for the Animal Adventures Club for six 2-hour sessions for up to 40 participants per session at the non-profit rate of \$100.00 for the first hour, \$40.00 for the second hour and an after 5:00pm fee of \$75.00 totaling \$215.00/program or \$1,290.00 for six (6) programs.
- Zoo Education Staff will provide lessons in animal adaptations, habitats, classifications, zoo careers, and more.
- Zoo Education Staff will bring two or more ambassador animals to the school sites for each of the six programs.
- Zoo Staff will host an Evening Safari with club participants and families on site at the zoo where participants will be invited to meet animals, make enrichment for them, learn about their natural habitats and make take-home crafts at a variety of stations set up throughout the Zoo at a reduced non-profit rate of \$1,950.00.

- Zoo will provide Evening Safari admission for up to 180 Zoo to You program students and up to 50 adults at a value of \$8.00 per attendee as an in-kind service valued at \$1,840.00.
- Zoo will extend reduced Evening Safari rate of \$5.00 per person for additional guests of program attendees (up to 120 additional admissions in-kind value \$600.00).

IV. RESPONSIBILITIES OF ELKHART EDUCATION FOUNDATION UNDER THIS MOU

Elkhart Community Schools shall undertake the following activities:

- Ensure that all aspects of the programming will be carried out with fidelity according to the 21st Century Community Program 2018-22 Sub-grant Application, Form 10 Assurances (Attachment J),
- Actively engage the community partners in the goals of the Center,
- Plan and facilitate quarterly Advisement Council meetings,
- Implement the educational program outlined in the approved application,
- Monitor and comply with the program and budget,
- Support the lead evaluator with data collection processes,
- Complete the necessary reports and submit them to the state in a timely fashion,
- Manage the calendar of programming,
- Keep attendance and behavior records,
- Encourage and record parent attendance,
- Enforce program policies and safety protocols with students and families,
- Solicit and schedule adult volunteers,
- Supervise site coordinators and volunteers,
- Communicate with building administrators and staff,
- Maintain student records including health and emergency plans, and
- Attend mandated program directors meetings and follow required professional development.

V. BOTH PARTIES MUTUALLY UNDERSTAND AND AGREE UPON THE FOLLOWING:

1. This agreement is contingent upon receipt of the 21st Century Community Learning Center's Grant award, which includes an allotment to make payment from the grant and allows both parties to renegotiate terms at the time of the reward.
2. This MOU may be terminated by mutual agreement of the parties, and shall automatically terminate upon completion of all responsibilities as stated herein, unless otherwise amended.

VI. FUNDING

This MOU does include reimbursement of funds and in kind services between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of authorized officials of Party A and Party B. It shall be in force from January 1, 2019 to December 31, 2019, to be renewed each continuing year through mutual negotiation.

Parties A and B indicate agreement with this MOU by their signatures.

Danielle McCausland 7/30/18
Partner Signature Date

Shelly Molyneux
7/31/18
EEF Executive Director Signature Date



MEMORANDUM OF UNDERSTANDING

Between Elkhart Education Foundation and

South Bend Symphony

As delineated on "Form 5" of the 21st Century Community Learning Grant Application
Executed on this day, contingent upon grant acceptance.

Ashley Molyneux
January 1, 2019

This agreement is between "Party A," hereinafter called South Bend Symphony and "Party B," hereinafter called Elkhart Education Foundation.

I. PURPOSE & SCOPE

The purpose of this MOU is to identify the roles and responsibilities of each party as they relate to the 21st Century Community Learning Centers Program planned for Monger and Hawthorne Elementary School.

Specifically, both parties will collaborate to provide rich after-school programming for Monger and Hawthorne Elementary Schools. The standards-based, highly engaging instruction will increase educational outcome trends and positive behavior trends for their respective student populations.

II. BACKGROUND

The South Bend Symphony's Symphony-to-Go Program brings the music to you! The program offers three different small ensembles that perform around the Michiana area. Symphony-to-Go ensembles are also able to provide workshops and masterclasses for area music programs.

Each group has several different programs they use depending on the age of each audience or the location of the performance. Our Symphony-to-Go ensembles are always glad to answer questions from the audience. When performing for younger audiences the ensembles introduce each instrument and talk about the music.

III. RESPONSIBILITIES OF SOUTH BEND SYMPHONY UNDER THIS MOU

- The South Bend Symphony will provide programming support for the Fine Arts Academy Club.
- The symphony-to-go program will bring 2 ensembles on 2 separate dates to provide workshops for club participants for a fee of \$250 each.
- The South Bend Symphony will provide instructional materials in-kind.
- Host an instrument petting zoo where participants are encouraged to try out different instruments.
- Provide free tickets for club participants and 1 parent to attend a Symphony Show.

IV. RESPONSIBILITIES OF ELKHART EDUCATION FOUNDATION UNDER THIS MOU

Elkhart Community Schools shall undertake the following activities:

- Ensure that all aspects of the programming will be carried out with fidelity according to the 21st Century Community Program 2018-22 Sub-grant Application, Form 10 Assurances (Attachment J),
- Actively engage the community partners in the goals of the Center,
- Plan and facilitate quarterly Advisement Council meetings,
- Implement the educational program outlined in the approved application,
- Monitor and comply with the program and budget,
- Support the lead evaluator with data collection processes,
- Complete the necessary reports and submit them to the state in a timely fashion,
- Manage the calendar of programming,
- Keep attendance and behavior records,
- Encourage and record parent attendance,
- Enforce program policies and safety protocols with students and families,
- Solicit and schedule adult volunteers,
- Supervise site coordinators and volunteers,
- Communicate with building administrators and staff,
- Maintain student records including health and emergency plans, and
- Attend mandated program directors meetings and follow required professional development.

V. BOTH PARTIES MUTUALLY UNDERSTAND AND AGREE UPON THE FOLLOWING:

1. This agreement is contingent upon receipt of the 21st Century Community Learning Center's Grant award, which includes an allotment to make payment from the grant and allows both parties to renegotiate terms at the time of the reward.
2. This MOU may be terminated by mutual agreement of the parties, and shall automatically terminate upon completion of all responsibilities as stated herein, unless otherwise amended.

VI. FUNDING

This MOU **does** include reimbursement of **funds and in kind services** between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of authorized officials of Party A and Party B. It shall be in force from January 1, 2019 to December 31, 2019,, to be renewed each continuing year through mutual negotiation.

Parties A and B indicate agreement with this MOU by their signatures.

Christina Gibson

Partner Signature

Ashley Molyneux

EEF Executive Director Signature

7/30/18

Date

7/30/18

Date



MEMORANDUM OF UNDERSTANDING

Between Elkhart Education Foundation and

Star Martial Arts

As delineated on "Form 5" of the 21st Century Community Learning Grant Application
Executed on this day, contingent upon grant acceptance.

Ashley Molyneaux
January 1, 2019

This agreement is between "Party A," hereinafter called Star Martial Arts and "Party B," hereinafter called Elkhart Education Foundation.

I. PURPOSE & SCOPE

The purpose of this MOU is to identify the roles and responsibilities of each party as they relate to the 21st Century Community Learning Centers Program planned for Monger and Hawthorne Elementary School.

Specifically, both parties will collaborate to provide rich after-school programming for Monger and Hawthorne Elementary Schools. The standards-based, highly engaging instruction will increase educational outcome trends and positive behavior trends for their respective student populations.

II. BACKGROUND

STAR Martial Arts has been a part of the community for over 10 years, and has worked very closely with the Concord and Elkhart elementary schools, especially in regards to tier-2 intervention programs. Instructors are certified through both Star Martial Arts and the American Taekwondo Association for both physical curriculum and teaching ability. Additionally, all instructors have been CPR certified and background checked.

III. RESPONSIBILITIES OF STAR MARTIAL ARTS UNDER THIS MOU

STAR Martial Arts will provide instructors to teach a one-time per week after school program. Additionally, STAR will provide a scholarship for a student who is succeeding in the program, but may not be able to afford regular classes.

IV. RESPONSIBILITIES OF ELKHART EDUCATION FOUNDATION UNDER THIS MOU

Elkhart Community Schools shall undertake the following activities:

- Ensure that all aspects of the programming will be carried out with fidelity according to the 21st Century Community Program 2018-22 Sub-grant Application, Form 10 Assurances (Attachment J),
- Actively engage the community partners in the goals of the Center,

- Plan and facilitate quarterly Advisement Council meetings,
- Implement the educational program outlined in the approved application,
- Monitor and comply with the program and budget,
- Support the lead evaluator with data collection processes,
- Complete the necessary reports and submit them to the state in a timely fashion,
- Manage the calendar of programming,
- Keep attendance and behavior records,
- Encourage and record parent attendance,
- Enforce program policies and safety protocols with students and families,
- Solicit and schedule adult volunteers,
- Supervise site coordinators and volunteers,
- Communicate with building administrators and staff,
- Maintain student records including health and emergency plans, and
- Attend mandated program directors meetings and follow required professional development.

V. BOTH PARTIES MUTUALLY UNDERSTAND AND AGREE UPON THE FOLLOWING:

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VI. FUNDING

This MOU includes reimbursement of funds between the two parties. Star Martial Arts charges \$100 per hour for this program- this fee includes instructor wages, supplies, administrative costs, as well as a pizza party for all participants and their families. For \$50 per participant, Star will also provide a uniform and white belt for all participants. (If the students continue at a STAR facility after their program ends, STAR will reduce their enrollment cost by an extra \$50.)

Example: The total cost of an 8 week program for 15 students, meeting once a week for two hours would be \$1600 (8 x 2 x 100). To include uniforms would cost an additional \$750 (15 x 50).

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of authorized officials of Party A and Party B. It shall be in force from January 1, 2019 to December 31, 2019, to be renewed each continuing year through mutual negotiation. Parties A and B indicate agreement with this MOU by their signatures.

Seth E. Birky

Partner Signature
7-19-18

Ashley Molyneux

EEF Executive Director Signature
7-30-18



MEMORANDUM OF UNDERSTANDING

Between Elkhart Education Foundation and

Tara White

As delineated on "Form 5" of the 21st Century Community Learning Grant Application
Executed on this day, contingent upon grant acceptance.

Ashley Molyneaux
January 1, 2019

This agreement is between "Party A," hereinafter called That's Dancing and "Party B," hereinafter called Elkhart Education Foundation.

I. PURPOSE & SCOPE

The purpose of this MOU is to identify the roles and responsibilities of each party as they relate to the 21st Century Community Learning Centers Program planned for Monger and Hawthorne Elementary School.

Specifically, both parties will collaborate to provide rich after-school programming for Monger and Hawthorne Elementary Schools. The standards-based, highly engaging instruction will increase educational outcome trends and positive behavior trends for their respective student populations.

II. BACKGROUND

Tara White is the Director of Literacy for Elkhart Community Schools.

III. RESPONSIBILITIES OF TARA WHITE UNDER THIS MOU

- Offer professional development workshops on the following topic:
- literacy integration in club activities

IV. RESPONSIBILITIES OF ELKHART EDUCATION FOUNDATION UNDER THIS MOU

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- Plan and facilitate quarterly Advisement Council meetings,
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- Complete the necessary reports and submit them to the state in a timely fashion,
- Manage the calendar of programming,

- Keep attendance and behavior records,
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- Supervise site coordinators and volunteers,
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- Maintain student records including health and emergency plans, and
- Attend mandated program directors meetings and follow required professional development.

V. BOTH PARTIES MUTUALLY UNDERSTAND AND AGREE UPON THE FOLLOWING:

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VI. FUNDING

This MOU **does** not include reimbursement of **funds** between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

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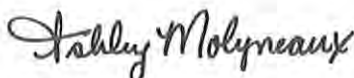
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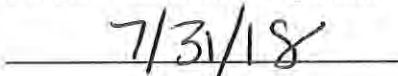
Partner Signature



Date



EEF Executive Director Signature



Date



MEMORANDUM OF UNDERSTANDING

Between Elkhart Education Foundation and

Anthony England

As delineated on "Form 5" of the 21st Century Community Learning Grant Application
Executed on this day, contingent upon grant acceptance.

Ashley Molyneaux
January 1, 2019

This agreement is between "Party A," hereinafter called That's Dancing and "Party B," hereinafter called Elkhart Education Foundation.

I. PURPOSE & SCOPE

The purpose of this MOU is to identify the roles and responsibilities of each party as they relate to the 21st Century Community Learning Centers Program planned for Monger and Hawthorne Elementary School.

Specifically, both parties will collaborate to provide rich after-school programming for Monger and Hawthorne Elementary Schools. The standards-based, highly engaging instruction will increase educational outcome trends and positive behavior trends for their respective student populations.

II. BACKGROUND

Tony England is dual licensed as a Licensed Clinical Social Worker, LCSW, and as a school administrator in the state of Indiana. He has 25 years experience in providing district/school wide behavior supports and discipline. Tony has provided character education training through PRIDE, the Governor's Work Ethics Certificate program for schools in Indiana. The development of a [Work Ethics Rubric](#) will be instituted for all elementary schools and students will receive scores each semester on their character work.

III. RESPONSIBILITIES OF TONY ENGLAND UNDER THIS MOU

- Offer professional development workshops on the following topics:
- Verbal de-escalation & crisis cycles
- Life-space interviews for all staff
- Positive behavior instructions and support for all staff.
- Provide Governor's Work Ethics Certification Training/Character Education

IV. RESPONSIBILITIES OF ELKHART EDUCATION FOUNDATION UNDER THIS MOU

Elkhart Community Schools shall undertake the following activities:

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V. BOTH PARTIES MUTUALLY UNDERSTAND AND AGREE UPON THE FOLLOWING:

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VI. FUNDING

This MOU **does not** include reimbursement of **funds** between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

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Parties A and B indicate agreement with this MOU by their signatures.

Anthony England

Partner Signature

Ashley Molyneux

EEF Executive Director Signature

____ 7/30/18 ____

Date

____ 7/30/18 ____

Date



MEMORANDUM OF UNDERSTANDING

Between Elkhart Education Foundation and

Wellfield Botanic Garden

As delineated on "Form 5" of the 21st Century Community Learning Grant Application
Executed on this day, contingent upon grant acceptance.

Ashley Molyneux
January 1, 2019

This agreement is between "Party A," hereinafter called Wellfield Botanic Garden and "Party B," hereinafter called Elkhart Education Foundation.

I. PURPOSE & SCOPE

The purpose of this MOU is to identify the roles and responsibilities of each party as they relate to the 21st Century Community Learning Centers Program planned for Monger and Hawthorne Elementary School.

Specifically, both parties will collaborate to provide rich after-school programming for Monger and Hawthorne Elementary Schools. The standards-based, highly engaging instruction will increase educational outcome trends and positive behavior trends for their respective student populations.

II. BACKGROUND

The Mission of Wellfield Botanic Gardens is to celebrate the inseparable relationship between water and life, inspire creativity and lifelong learning, foster stewardship of our natural world, and grow community.

36 acres in size, half of which are water, Wellfield resides on a historical piece of property originally known as the "North Main Street Well Field." The property has been a source of hydraulic energy and drinking water for the City of Elkhart since the mid-1800s. Wellfield Botanic Gardens has a long-term lease agreement with the City of Elkhart, which still owns and operates 13 active wells on the site, providing the majority of drinking water for the community. Wellfield Botanic Gardens offers year-round community education both on/offsite, outreach opportunities, special events and workshops, and provides a beautiful and safe environment for nature exploration and audiences of various interests and backgrounds.

III. RESPONSIBILITIES OF WELLFIELD BOTANIC GARDENS UNDER THIS MOU

Wellfield Botanic Gardens shall undertake the following activities:

- Provide programmatic support for Monger and Hawthorne elementary schools' THE GREEN TEAM CLUB. (see example club description on page 11 of the grant narrative)
- Wellfield will provide 4, 2-hour sessions (for a total of 8 hours of educational programming) for a program fee of \$350.00

- Wellfield will host the parent/student showcase picnic at Wellfield (providing venue admission in-kind- \$100)
- Provide instructional materials in-kind
- A representative of Wellfield Garden will attend a quarterly collaboration meeting (1 hour) \$800 in kind

IV. RESPONSIBILITIES OF ELKHART EDUCATION FOUNDATION UNDER THIS MOU

Elkhart Community Schools shall undertake the following activities:

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V. BOTH PARTIES MUTUALLY UNDERSTAND AND AGREE UPON THE FOLLOWING:

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VI. FUNDING

This MOU does include reimbursement of funds and in kind services between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of authorized officials of Party A and Party B. It shall be in force from January 1, 2019 to December 31, 2019, to be renewed each continuing year through mutual negotiation.

Parties A and B indicate agreement with this MOU by their signatures.



Eric Garton
Robert and Peggy Weed Executive Director
Wellfield Botanic Gardens

July 24, 2018

Date



EEF Executive Director Signature

July 24, 2018

Date



MEMORANDUM OF UNDERSTANDING

Between Elkhart Education Foundation and

Wes Molyneaux

As delineated on "Form 5" of the 21st Century Community Learning Grant Application
Executed on this day, contingent upon grant acceptance.

Ashley Molyneaux
January 1, 2019

This agreement is between "Party A," hereinafter called That's Dancing and "Party B," hereinafter called Elkhart Education Foundation.

I. PURPOSE & SCOPE

The purpose of this MOU is to identify the roles and responsibilities of each party as they relate to the 21st Century Community Learning Centers Program planned for Monger and Hawthorne Elementary School.

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II. BACKGROUND

Wes Molyneaux is the director of technology integration for the Elkhart Community School District in Elkhart, IN. After graduating from DePauw University with a degree in biology he attended Loyola University where he earned his masters in education. Wes started his career at New Trier High School in 2006 teaching biology and anatomy. In addition to being involved with the rollout of New Trier High School's iPad rollout he has taught in a 1:1 iPad environment for the five years in his anatomy and physiology classroom before becoming the district technology staff development coordinator. These experiences have taught him a great deal about what works and what doesn't work in a classroom utilizing technology. In 2016 Wes became the Director of Technology Integration for the Elkhart School Community School Corporation where his responsibilities include instructional coaching, 1:1 planning, professional development and new teacher orientation.

III. RESPONSIBILITIES OF WES MOLYNEAUX UNDER THIS MOU

- Offer professional development workshops on the following topics:
 - incorporating technology, STEM activities including drone flying, robotics and 3D printing, innovative teaching practices, and methods proven to engage at-risk student into a variety of center activities

IV. RESPONSIBILITIES OF ELKHART EDUCATION FOUNDATION UNDER THIS MOU

Elkhart Community Schools shall undertake the following activities:

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- Supervise site coordinators and volunteers,
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- Maintain student records including health and emergency plans, and
- Attend mandated program directors meetings and follow required professional development.

V. BOTH PARTIES MUTUALLY UNDERSTAND AND AGREE UPON THE FOLLOWING:

1. This agreement is contingent upon receipt of the 21st Century Community Learning Center's Grant award, which includes an allotment to make payment from the grant and allows both parties to renegotiate terms at the time of the reward.
2. This MOU may be terminated by mutual agreement of the parties, and shall automatically terminate upon completion of all responsibilities as stated herein, unless otherwise amended.

VI. FUNDING

This MOU **does not** include reimbursement of **funds** between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of authorized officials of Party A and Party B. It shall be in force from January 1, 2019 to December 31, 2019, to be renewed each continuing year through mutual negotiation.

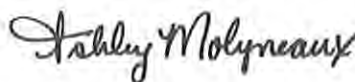
Parties A and B indicate agreement with this MOU by their signatures.



Partner Signature

____ 7/30/18 _____

Date



EEF Executive Director Signature

____ 7/30/18 _____

Date



MEMORANDUM OF UNDERSTANDING

Between Elkhart Education Foundation and

Premier Arts

As delineated on "Form 5" of the 21st Century Community Learning Grant Application
Executed on this day, contingent upon grant acceptance.

Ashley Molyneaux

January 1, 2019

This agreement is between "Party A," hereinafter called Premier Arts and "Party B," hereinafter called Elkhart Education Foundation.

I. PURPOSE & SCOPE

The purpose of this MOU is to identify the roles and responsibilities of each party as they relate to the 21st Century Community Learning Centers Program planned for Monger and Hawthorne Elementary School.

Specifically, both parties will collaborate to provide rich after-school programming for Monger and Hawthorne Elementary Schools. The standards-based, highly engaging instruction will increase educational outcome trends and positive behavior trends for their respective student populations.

II. BACKGROUND

Premier Arts inspires the imagination and develops the creative spirit of our community. Its focus is on youth, family and lifelong learning. Premier Arts, the Resident Theatre of the Lerner Performing Arts Center, is comprised of professional staff guided by engaged community leaders serving as the board of Directors.

Premier Arts, based in Elkhart, Indiana, is a recognized regional leader in providing diverse, professional performing arts education and entertainment. Premier Arts instills civic pride, confidence and character building for everyone engaged in its success. The region supports Premier Arts through attendance, contribution and volunteerism.

III. RESPONSIBILITIES OF PREMIER ARTS UNDER THIS MOU

- Premier Arts will support the Arts Academy Club programming by providing professional instructors for dance, theater, & vocal workshops for a program fee of \$6400 for both sites. (8 weeks, 2 hours per week)x 2 sessions..
- Premier Arts will host a parent showcase at the end of the club session.
- Premier Arts will provide props, costumes & instructional materials in kind.

IV. RESPONSIBILITIES OF ELKHART EDUCATION FOUNDATION UNDER THIS MOU

Elkhart Community Schools shall undertake the following activities:

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V. BOTH PARTIES MUTUALLY UNDERSTAND AND AGREE UPON THE FOLLOWING:

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VI. FUNDING

This MOU does include reimbursement of funds and in kind services between the two parties.


VII. EFFECTIVE DATE AND SIGNATURE

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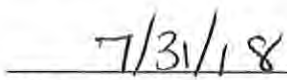
Partner Signature



EEF Executive Director Signature



Date



Date

MEMORANDUM OF UNDERSTANDING

Between Elkhart Education Foundation and

Indiana Youth Institute

As delineated on "Form 5" of the 21st Century Community Learning Grant Application
Executed on this day, contingent upon grant acceptance.

Ashley Molyneaux

January 1, 2019

This agreement is between "Party A," hereinafter called Junior Achievement/Lemonade Day and "Party B," hereinafter called Elkhart Education Foundation.

I. PURPOSE & SCOPE

The purpose of this MOU is to identify the roles and responsibilities of each party as they relate to the 21st Century Community Learning Centers Program planned for Monger and Hawthorne Elementary School.

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II. BACKGROUND

Established in 1988, the Indiana Youth Institute quickly earned a national reputation for its research, training and resource services in the youth development field. IYI's professional evaluation team partners with organizations to conduct evaluations that will guide continuous improvement and build organizational capacity. IYI has conducted large scale, multi-year, and multi-site evaluations throughout Indiana. For the past fifteen years, the Indiana Youth Institute has provided evaluation and management services for several organizations, including the Indiana Department of Education and the Family & Social Services Administration. On an annual basis, IYI's work includes multi-year or multi-site evaluations, as well as short-term consulting projects. IYI has refined its protocols to reflect best practices in the field. The protocol developed by IYI will give consistent and clear reporting needed to make informed programmatic and administrative decisions. This project fits well within the mission of IYI, "to promote the healthy development of Indiana children and youth by serving the people, institutions, and communities that impact their well-being."

III. RESPONSIBILITIES OF INDIANA YOUTH INSTITUTE (IYI) UNDER THIS MOU

- Quantitative and qualitative data collection
 - Program activity observations
 - Stakeholder surveys/interviews
- Quantitative and qualitative data analysis
 - Program activity observations
 - Stakeholder surveys
 - Pre/post tests
 - Academic data
 - IN-QPSA results
- Summary report of results with recommendations for continuous improvement
- Ongoing communications with Elkhart's 21st CCLC program staff

IV. RESPONSIBILITIES OF ELKHART EDUCATION FOUNDATION UNDER THIS MOU

Elkhart Community Schools shall undertake the following activities:

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VI. FUNDING

This MOU **does/does not** include reimbursement of funds/in kind services between the two parties.

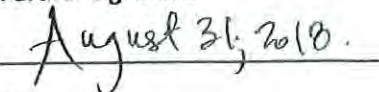
VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of authorized officials of Party A and Party B. It shall be in force from January 1, 2019 to December 31, 2019, to be renewed each continuing year through mutual negotiation.

Parties A and B indicate agreement with this MOU by their signatures.



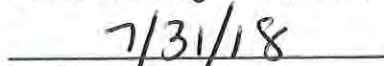
Partner Signature



Date



EEF Executive Director Signature



Date



MEMORANDUM OF UNDERSTANDING

Between Elkhart Education Foundation and

That's Dancing

As delineated on "Form 5" of the 21st Century Community Learning Grant Application
Executed on this day, contingent upon grant acceptance.

Ashley Molyneaux
January 1, 2019

This agreement is between "Party A," hereinafter called That's Dancing and "Party B," hereinafter called Elkhart Education Foundation.

I. PURPOSE & SCOPE

The purpose of this MOU is to identify the roles and responsibilities of each party as they relate to the 21st Century Community Learning Centers Program planned for Monger and Hawthorne Elementary School.

Specifically, both parties will collaborate to provide rich after-school programming for Monger and Hawthorne Elementary Schools. The standards-based, highly engaging instruction will increase educational outcome trends and positive behavior trends for their respective student populations.

II. BACKGROUND

***INCLUDE INFO ABOUT THATS DANCING HERE**

III. RESPONSIBILITIES OF THAT'S DANCING UNDER THIS MOU

***Feel free to edit these bullet points. These are just ideas.**

- Will teach 8, 2-hour ballroom dancing classes for Ballroom Dancing Club for a program fee of \$ 1,120. *\$70 per hour*
- Will host a parent showcase at the That's Dancing studio on Main St. *\$40 per student*
- Will provide studio space for ballroom dancing club & showcase in-kind. *\$20 in kind*
- Will assist in providing costumes & props for the showcase in kind. *\$50 student / \$25 in kind*

IV. RESPONSIBILITIES OF ELKHART EDUCATION FOUNDATION UNDER THIS MOU

Elkhart Community Schools shall undertake the following activities:

- Ensure that all aspects of the programming will be carried out with fidelity according to the 21st Century Community Program 2018-22 Sub-grant Application, Form 10 Assurances (Attachment J),
- Actively engage the community partners in the goals of the Center,
- Plan and facilitate quarterly Advisement Council meetings,

- Implement the educational program outlined in the approved application,
- Monitor and comply with the program and budget,
- Support the lead evaluator with data collection processes,
- Complete the necessary reports and submit them to the state in a timely fashion,
- Manage the calendar of programming,
- Keep attendance and behavior records,
- Encourage and record parent attendance,
- Enforce program policies and safety protocols with students and families,
- Solicit and schedule adult volunteers,
- Supervise site coordinators and volunteers,
- Communicate with building administrators and staff,
- Maintain student records including health and emergency plans, and
- Attend mandated program directors meetings and follow required professional development.

V. BOTH PARTIES MUTUALLY UNDERSTAND AND AGREE UPON THE FOLLOWING:

1. This agreement is contingent upon receipt of the 21st Century Community Learning Center's Grant award, which includes an allotment to make payment from the grant and allows both parties to renegotiate terms at the time of the reward.
2. This MOU may be terminated by mutual agreement of the parties, and shall automatically terminate upon completion of all responsibilities as stated herein, unless otherwise amended.

VI. FUNDING

This MOU **does** include reimbursement of **funds** between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of authorized officials of Party A and Party B. It shall be in force from January 1, 2019 to December 31, 2019, to be renewed each continuing year through mutual negotiation.

Parties A and B indicate agreement with this MOU by their signatures.

Partner Signature

Date

7/31/18

Ashley Molyneux

EEF Executive Director Signature

Date



MEMORANDUM OF UNDERSTANDING

Between Elkhart Education Foundation and

Elkhart Community Schools

As delineated on "Form 5" of the 21st Century Community Learning Grant Application
Executed on this day, contingent upon grant acceptance.

Ashley Molyneaux
January 1, 2019

This agreement is between "Party A," hereinafter called Elkhart Community Schools and "Party B," hereinafter called Elkhart Education Foundation.

The purpose of this MOU is to identify the roles and responsibilities of each party as they relate to the 21st Century Community Learning Centers Program planned for Monger and Hawthorne Elementary School, hereinafter referred to as "Center".

Specifically, both parties will collaborate to provide rich after-school programming for Monger and Hawthorne Elementary Schools. The standards-based, highly engaging instruction will increase educational outcome trends and positive behavior trends for their respective student populations.

II. BACKGROUND

ECS is a public school corporation in Northern Indiana serving 19 economically disadvantaged urban and rural schools including the two schools featured in this application. Together with parents, and backed by support from the community, we have the responsibility of educating and inspiring Elkhart's children to be lifelong learners, who create good relationships and achieve responsible, contributing citizenships.

III. RESPONSIBILITIES OF ELKHART COMMUNITY SCHOOLS UNDER THIS MOU

1. ECS facilities, specifically Monger and Hawthorne Elementary School, will serve as the venue for the 21st CCLC. These facilities will be provided in-kind. ECS will provide security access to Center personnel.
2. ECS Food Services will provide snack at no cost to Center participants through CACFP.
3. ECS will provide transportation for Center activities.
4. ECS will add Elkhart Education Foundation as additionally insured on their insurance policy for the duration of the 21st Century Center programming.
5. ECS will collaborate to distribute communications to families regarding Center activities and opportunities.
6. ECS will provide support for the program administrator from Beth Williams to ensure a smooth transition and compliance with grant requirements.

7. The equipment purchased for Cohort 7 at Monger Elementary will be repurposed for use with students at both sights for the purposes of Center activities.
8. In-Kind professional development workshops to be provided by Tony England (Verbal de-escalation and crisis management), Wes Molyneaux (Technology integration and innovative teaching practices), & Tara White (Literacy Integration)- separate MOUs are attached with these credentials.

IV. RESPONSIBILITIES OF ELKHART EDUCATION FOUNDATION UNDER THIS MOU

Elkhart Education Foundation shall undertake the following activities:

- Ensure that all aspects of the programming will be carried out with fidelity according to the 21st Century Community Program 2018-22 Sub-grant Application, Form 10 Assurances (Attachment J),
- Actively engage the community partners in the goals of the Center,
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- Support the lead evaluator with data collection processes,
- Complete the necessary reports and submit them to the state in a timely fashion,
- Manage the calendar of programming,
- Keep attendance and behavior records,
- Encourage and record parent attendance,
- Enforce program policies and safety protocols with students and families,
- Solicit and schedule adult volunteers,
- Supervise site coordinators and volunteers,
- Communicate with building administrators and staff,
- Maintain student records including health and emergency plans, and
- Attend mandated program directors meetings and follow required professional development.
- Will distribute payment to teachers/staff for services related to this grant.

V. BOTH PARTIES MUTUALLY UNDERSTAND AND AGREE UPON THE FOLLOWING:

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2. This MOU may be terminated by mutual agreement of the parties, and shall automatically terminate upon completion of all responsibilities as stated herein, unless otherwise amended.

VI. FUNDING

This MOU **does not** include reimbursement of **funds** between the two parties.

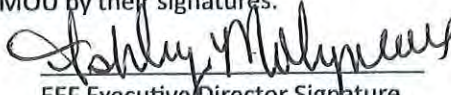
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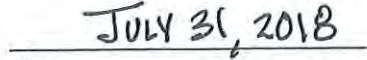
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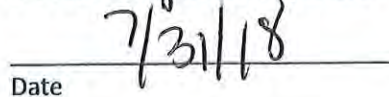
Partner Signature



EEF Executive Director Signature



Date



Date



MEMORANDUM OF UNDERSTANDING

Between Elkhart Education Foundation and

Next Level Improv

As delineated on "Form 5" of the 21st Century Community Learning Grant Application
Executed on this day, contingent upon grant acceptance.

Ashley Molyneaux

January 1, 2019

This agreement is between "Party A," hereinafter called Next Level Improv and "Party B," hereinafter called Elkhart Education Foundation.

I. PURPOSE & SCOPE

The purpose of this MOU is to identify the roles and responsibilities of each party as they relate to the 21st Century Community Learning Centers Program planned for Monger and Hawthorne Elementary School.

Specifically, both parties will collaborate to provide rich after-school programming for Monger and Hawthorne Elementary Schools. The standards-based, highly engaging instruction will increase educational outcome trends and positive behavior trends for their respective student populations.

II. BACKGROUND

At Next Level Improv we believe that everyone CAN and DOES Improv! We are making life up as we go - ALL DAY EVERYDAY! Next Level Improv is designed to help us Play on Purpose! Play with Purpose! Improv Technology, when Applied in Your Learning, Your Relationships and Your Mindset, can catapult your life to the Next Level of Success, Connectivity and Aliveness! Incorporating Accelerated Learning, Neuro Linguistic Programming, Non-Violent Communication Techniques, and other modalities, Transformational Improv Technologies from Next Level Improv focus on Creating not only Compassionate Humans, but those willing and able to cooperate, take risks, trust and believe in themselves and think outside the box.

Founder, Julie Cotton brings a Mastery of Synthesizing modalities from her MFA in Acting and 25 years of Improv Training, a Theater Education undergraduate background mixed with 11+ years as a body (somato-emotional) healer, martial arts discipline and 3 years as a Trainer in the field of Transformational (Personal Development).

Next Level Improv's "WHY" is to equip our "kids" (both big and little) to step into their creative agency and be a pivotal fulchrum in creating our future world that works for all beings.

III. RESPONSIBILITIES OF NEXT LEVEL IMPROV UNDER THIS MOU

- Next Level Improv teacher(s), will provide Two- 8 week Sessions of 2-hour Improv workshops for an annual program fee of \$_3600.00__.
- Next Level Improv founder, Julie Cotton, will provide "Train the Trainer" professional development workshop(s) to Train 10-20 interested staff members to carry on the Improv Program Long term for fee of \$_3500.00__.
- Next Level Improv will provide program materials in-kind for a total of \$ 50/person (\$500-1000) __.
- Next Level Improv will host 2 Improv Showcases (1 per Session) for families in-kind.

IV. RESPONSIBILITIES OF ELKHART EDUCATION FOUNDATION UNDER THIS MOU

Elkhart Community Schools shall undertake the following activities:

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- Supervise site coordinators and volunteers,
- Communicate with building administrators and staff,
- Maintain student records including health and emergency plans, and
- Attend mandated program directors meetings and follow required professional development.

V. BOTH PARTIES MUTUALLY UNDERSTAND AND AGREE UPON THE FOLLOWING:

1. This agreement is contingent upon receipt of the 21st Century Community Learning Center's Grant award, which includes an allotment to make payment from the grant and allows both parties to renegotiate terms at the time of the reward.
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VI. FUNDING

This MOU **does** include reimbursement of **funds and in kind services** between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

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Parties A and B indicate agreement with this MOU by their signatures.



Partner Signature


Date



EEF Executive Director Signature


Date



MEMORANDUM OF UNDERSTANDING

Between Elkhart Education Foundation and

Art Reach Mentoring

As delineated on "Form 5" of the 21st Century Community Learning Grant Application
Executed on this day, contingent upon grant acceptance.

Ashley Molyneaux
January 1, 2019

This agreement is between "Party A," hereinafter called Art Reach Mentoring and "Party B," hereinafter called Elkhart Education Foundation.

I. PURPOSE & SCOPE

The purpose of this MOU is to identify the roles and responsibilities of each party as they relate to the 21st Century Community Learning Centers Program planned for Monger and Hawthorne Elementary School.

Specifically, both parties will collaborate to provide rich after-school programming for Monger and Hawthorne Elementary Schools. The standards-based, highly engaging instruction will increase educational outcome trends and positive behavior trends for their respective student populations.

II. BACKGROUND

Art Reach is an art-based field work mentoring program between high school students and at-risk middle school or elementary school students. The course focuses on introducing high school students to disciplined-based art education, teaching strategies, behavior management, curriculum design and mentoring at-risk students in art production.

The goal of Art Reach is to create an art-based field work mentor program between high school students and at risk middle school and elementary school students while aesthetically improving the community.

High School juniors and seniors will gain hands-on teaching experience in disciplined-based art education while mentoring students-at-risk.

Students-at-risk "include students with identified disabilities as well as students considered at-risk due to socioeconomic, environmental and/or other life circumstances that negatively affect their ability to succeed in school and society." (Art Partners, Lucy Andres)

At-risk students tend to have a history of academic failure, emotional and behavior problems, have lower self-esteem, lack physiological attachment to school, are more likely to be disinvolved in school, have poorer

attendance and are more likely to drop out of school. (Christenson & Thurlow, 2004; Hymel et al., 1996; Rumberger, 1995).

“One of the important lessons we’ve learned is that all successful youth arts programs do three things: first, they provide positive adult role models; second, they give youth the opportunity for achievement and, ultimately, recognition for this achievement; and, third, they enable youth to interact with people who have healthy beliefs and consistent standards for behavior. Programs designed to achieve these outcomes are best able to provide the opportunity that youth need to develop positive behaviors. (Farnum & Schaffer, 1998, p. 26)

Student teachers will teach disciplined-based art education, which is a holistic approach to teaching art and the benefits of which are well documented. A successful youth arts program allows at-risk students to feel like they belong and improves self-esteem by allowing children to succeed. Often at-risk students may have learning disabilities and struggle in core classes such as reading or math. These students often are successful in the arts because it reaches diverse learners through differentiated instruction. Art programs motivate students to attend school. I’ve personally had students tell me the only reason they come to school is because they wanted to work on their art projects.

III. RESPONSIBILITIES OF ART REACH MENTORING UNDER THIS MOU

- Art Reach creator, Beth Sokolowski, will lead the 2-hour workshop each week for 8 weeks for a program fee of \$1,900 (including necessary supplies)
- Art Reach will provide high school mentors for 21 CCLC participants at no charge.
- Art Reach will host a showcase of artwork for families as the culmination of the club
- 21 CCLC participants will paint a community mural with their high school mentors under the supervision of Ms. Sokolowski.

IV. RESPONSIBILITIES OF ELKHART EDUCATION FOUNDATION UNDER THIS MOU

Elkhart Community Schools shall undertake the following activities:

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- Actively engage the community partners in the goals of the Center,
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- Supervise site coordinators and volunteers,
- Communicate with building administrators and staff,
- Maintain student records including health and emergency plans, and
- Attend mandated program directors meetings and follow required professional development.

V. BOTH PARTIES MUTUALLY UNDERSTAND AND AGREE UPON THE FOLLOWING:

1. This agreement is contingent upon receipt of the 21st Century Community Learning Center's Grant award, which includes an allotment to make payment from the grant and allows both parties to renegotiate terms at the time of the reward.
2. This MOU may be terminated by mutual agreement of the parties, and shall automatically terminate upon completion of all responsibilities as stated herein, unless otherwise amended.

VI. FUNDING

This MOU **does** include reimbursement of **funds and in kind services** between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of authorized officials of Party A and Party B. It shall be in force from January 1, 2019 to December 31, 2019, to be renewed each continuing year through mutual negotiation.

Parties A and B indicate agreement with this MOU by their signatures.


Partner Signature


EEF Executive Director Signature

7/31/2018

Date

7/31/18

Date

MEMORANDUM OF UNDERSTANDING

Between Elkhart Education Foundation and

Elkhart Public Library

As delineated on "Form 5" of the 21st Century Community Learning Grant Application
Executed on this day, contingent upon grant acceptance.

Ashley Molyneaux

January 1, 2019

This agreement is between "Party A," hereinafter called Elkhart Public Library and "Party B," hereinafter called Elkhart Education Foundation.

I. PURPOSE & SCOPE

The purpose of this MOU is to identify the roles and responsibilities of each party as they relate to the 21st Century Community Learning Centers Program planned for Monger and Hawthorne Elementary School.

Specifically, both parties will collaborate to provide rich after-school programming for Monger and Hawthorne Elementary Schools. The standards-based, highly engaging instruction will increase educational outcome trends and positive behavior trends for their respective student populations.

II. BACKGROUND

For 115 years, Elkhart Public Library has been the community's resource for information. The Library, offering five physical locations and a growing number of online resources, engages with school teachers and administrators, local organizations, and businesses to provide access to resources and programming in support of educational initiatives.

III. RESPONSIBILITIES OF ELKHART PUBLIC LIBRARY UNDER THIS MOU

Elkhart Public Library, upon selection and approval by the Elkhart Education Foundation, shall provide the following programming:

- The Library will offer elementary school students opportunities to explore and discover space. Programs during the session will be offered to students in Grades 3-4 or Grades 5-6 (to be determined in cooperation with the Elkhart Education Foundation) at both Monger and Hawthorne elementary schools. The optimum size for this club is 15 students.
- This effort promoting STEM will complement programming the Library is currently engaged in with NASA and the American Library Association to provide at our library buildings.

- A professional librarian will provide STEM program activities for two (2) hours per week for a session lasting eight (8) weeks. The program fee will be \$3,250, covering sessions for both schools, personnel, supplies and a special activity at the conclusion of the sessions. This proposal includes 16 hours of club time and a minimum of 21 hours for the professional librarian to develop curriculum and satisfy prep time prior to and on club meeting days.
- This session will be available starting in the winter of the 2018-19 school year.

IV. RESPONSIBILITIES OF ELKHART EDUCATION FOUNDATION UNDER THIS MOU

Elkhart Community Schools shall undertake the following activities:

- Ensure that all aspects of the programming will be carried out with fidelity according to the 21st Century Community Program 2018-22 Sub-grant Application, Form 10 Assurances (Attachment J),
- Actively engage the community partners in the goals of the Center,
- Plan and facilitate quarterly Advisement Council meetings,
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- Complete the necessary reports and submit them to the state in a timely fashion,
- Manage the calendar of programming,
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- Encourage and record parent attendance,
- Enforce program policies and safety protocols with students and families,
- Solicit and schedule adult volunteers,
- Supervise site coordinators and volunteers,
- Communicate with building administrators and staff,
- Maintain student records including health and emergency plans, and
- Attend mandated program directors meetings and follow required professional development.

V. BOTH PARTIES MUTUALLY UNDERSTAND AND AGREE UPON THE FOLLOWING:

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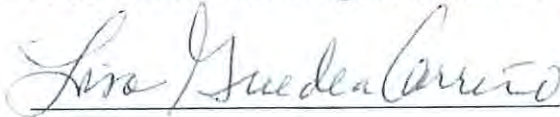
VI. FUNDING

This MOU ~~does~~ does not include reimbursement of funds/in kind services between the two parties.

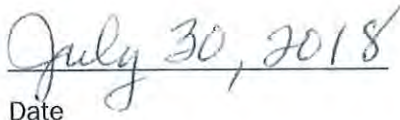
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Partner Signature - Director



Date



EEF Executive Director Signature



Date

MEMORANDUM OF UNDERSTANDING
Between Elkhart Education Foundation and

Elkhart Public Library

As delineated on "Form 5" of the 21st Century Community Learning Grant Application
Executed on this day, contingent upon grant acceptance.

Ashley Molyneaux
January 1, 2019

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I. PURPOSE & SCOPE

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Specifically, both parties will collaborate to provide rich after-school programming for Monger and Hawthorne Elementary Schools. The standards-based, highly engaging instruction will increase educational outcome trends and positive behavior trends for their respective student populations.

II. BACKGROUND

For 115 years, Elkhart Public Library has been the community's resource for information. The Library, offering five physical locations and a growing number of online resources, engages with school teachers and administrators, local organizations, and businesses to provide access to resources and programming in support of educational initiatives.

III. RESPONSIBILITIES OF ELKHART PUBLIC LIBRARY UNDER THIS MOU

Elkhart Public Library, upon selection and approval by the Elkhart Education Foundation, shall provide the following programming:

- The Library will offer elementary school students opportunities to become "Super Readers." Programs during the session will be offered to students in Grades 3-4 or Grades 5-6 (to be determined in cooperation with the Elkhart Education Foundation) at both Monger and Hawthorne elementary schools. The optimum size for this club is 15 students.
- This literacy effort is in line with the Library's strategic goal to improve literacy and spark curiosity among all ages.

- A professional librarian will provide activities for the Super Readers Book Club for two (2) hours per week for a session lasting eight (8) weeks. The program fee will be \$3,250, covering sessions for both schools, personnel, supplies and a special activity at the conclusion of the sessions. This proposal includes 16 hours club time and a minimum of 21 hours for the professional librarian to develop curriculum and satisfy prep time prior to and on club meeting days.
- This session will be available starting approximately March 2019.

IV. RESPONSIBILITIES OF ELKHART EDUCATION FOUNDATION UNDER THIS MOU

Elkhart Community Schools shall undertake the following activities:

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VI. FUNDING

This MOU ~~does~~ does not include reimbursement of funds/in kind services between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

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Parties A and B indicate agreement with this MOU by their signatures.

Partner Signature - Director



Date

EEF Executive Director Signature



Date



MEMORANDUM OF UNDERSTANDING
Between Elkhart Community Schools Education Foundation and

Acts of Service

As delineated on "Form 5" of the 21st Century Community Learning Grant Application
Executed on this day, contingent upon grant acceptance.

Ashley Molyneaux
January 1, 2019

This agreement is between "Party A," hereinafter called Acts of Service and "Party B," hereinafter called Elkhart Education Foundation.

I. PURPOSE & SCOPE

The purpose of this MOU is to identify the roles and responsibilities of each party as they relate to the 21st Century Community Learning Centers Program planned for Monger and Hawthorne Elementary School.

Specifically, both parties will collaborate to provide rich after-school programming for Monger and Hawthorne Elementary Schools. The standards-based, highly engaging instruction will increase educational outcome trends and positive behavior trends for their respective student populations.

II. BACKGROUND

Acts of Service is a community service hub; a free resource, open to all community partners who want to make a positive difference in the world. Acts of Service connects local volunteers with local community service opportunities. How does it work? Acts of Service is a two-way street. In order for the movement to be successful, Acts of Service relies on both nonprofit organizations and individual community partners. Nonprofits share their current and upcoming volunteer needs and Acts of Service volunteers sign up to fill those needs.

III. RESPONSIBILITIES OF ACTS OF SERVICE UNDER THIS MOU

- Acts of Service will serve as the volunteer tracking system for volunteer activities for the 21st Century Center
- Acts of Service will publish volunteer opportunities out to a wide network of potential volunteers.
- Acts of Service will provide volunteer support for community events and reading/tutoring at the 21st Century Sites when volunteers are available.

IV. RESPONSIBILITIES OF ELKHART EDUCATION FOUNDATION IN THIS MOU

Elkhart Community Schools shall undertake the following activities:

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VI. FUNDING

This MOU does not include reimbursement of funds between the two parties. All services are in-kind.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of authorized officials of Party A and Party B. It shall be in force from January 1, 2019 to December 31, 2019, to be renewed each continuing year through mutual negotiation.

Parties A and B indicate agreement with this MOU by their signatures.





Partner Signature

EEF Executive Director Signature

7/30/18

Date

7/30/18

Date



MEMORANDUM OF UNDERSTANDING

Between Elkhart Education Foundation and

Books to the Beat

As delineated on "Form 5" of the 21st Century Community Learning Grant Application
Executed on this day, contingent upon grant acceptance.

Ashley Molyneaux
January 1, 2019

This agreement is between "Party A," hereinafter called Books to the Beat and "Party B," hereinafter called Elkhart Education Foundation.

I. PURPOSE & SCOPE

The purpose of this MOU is to identify the roles and responsibilities of each party as they relate to the 21st Century Community Learning Centers Program planned for Monger and Hawthorne Elementary School.

Specifically, both parties will collaborate to provide rich after-school programming for Monger and Hawthorne Elementary Schools. The standards-based, highly engaging instruction will increase educational outcome trends and positive behavior trends for their respective student populations.

II. BACKGROUND

Books to the Beat consists of literacy rich lessons featuring quality children's literature. Each session begins with a read-aloud of a book that is supported by engaging movement and music activities designed to enrich the read-aloud experience. Dance, role play and music allow children to express themselves creatively increasing their self-esteem and self-awareness. Through games, perceptual-motor activities and yoga, they can explore their curiosity; practice social skills, use their initiative and problem solving skills and executive function; improve their physical fitness, cognitive development and emotional wellbeing; become engaged in math and science concepts and develop a better understanding of people, relationships and the world in which they live. Each lesson is closely aligned with outcomes based on the Head Start Development and Early Learning Framework.

III. RESPONSIBILITIES OF BOOKS TO THE BEAT UNDER THIS MOU

- Provide eight 2-hour Books to the Beat sessions for K-2 club participants in collaboration with the host teacher for a program fee of \$960 or \$60 per hour.
- Provide instructional materials in-kind
- Provide 1 Parent Literacy Night special event in-kind

IV. RESPONSIBILITIES OF ELKHART EDUCATION FOUNDATION UNDER THIS MOU

Elkhart Community Schools shall undertake the following activities:

- Ensure that all aspects of the programming will be carried out with fidelity according to the 21st Century Community Program 2018-22 Sub-grant Application, Form 10 Assurances (Attachment J),
- Actively engage the community partners in the goals of the Center,
- Plan and facilitate quarterly Advisement Council meetings,
- Implement the educational program outlined in the approved application,
- Monitor and comply with the program and budget,
- Support the lead evaluator with data collection processes,
- Complete the necessary reports and submit them to the state in a timely fashion,
- Manage the calendar of programming,
- Keep attendance and behavior records,
- Encourage and record parent attendance,
- Enforce program policies and safety protocols with students and families,
- Solicit and schedule adult volunteers,
- Supervise site coordinators and volunteers,
- Communicate with building administrators and staff,
- Maintain student records including health and emergency plans, and
- Attend mandated program directors meetings and follow required professional development.

V. BOTH PARTIES MUTUALLY UNDERSTAND AND AGREE UPON THE FOLLOWING:

1. This agreement is contingent upon receipt of the 21st Century Community Learning Center's Grant award, which includes an allotment to make payment from the grant and allows both parties to renegotiate terms at the time of the reward.
2. This MOU may be terminated by mutual agreement of the parties, and shall automatically terminate upon completion of all responsibilities as stated herein, unless otherwise amended.

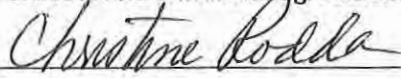
VI. FUNDING

This MOU does include reimbursement of funds and in kind services between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

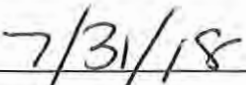
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Parties A and B indicate agreement with this MOU by their signatures.


Partner Signature


EEF Executive Director Signature


Date


Date

EXPANDING OUR POTENTIAL

unlocking opportunities



ELKHART
EDUCATION
FOUNDATION

2017 IN REVIEW impact report

mission results

Your donations, volunteer hours, and advocacy for education have allowed us to fund initiatives that cultivate **meaningful**, some would say **extraordinary**, learning experiences for the teachers and students in Elkhart Community Schools!



6

Libraries
Renovated
for the 21st
Century



21

Extracurricular
Grant Projects
Funded



23

Innovative
Teaching
Grants
Funded



1

Brand New
Learning
Garden Built



100

Students participated in summer
enrichment day camp

1,000+

Hours of community service hours
paid forward through students

250

Boxes of school supplies collected,
packed & distributed to ECS teachers

10,000+

ECS students impacted



LOOKING AHEAD TO 2018

what's next for EEF

Partner with EEF as we move forward to 2018 and support excellence and innovation in education!

TARGETED INITIATIVES

8

Library Renovations

\$100,000
in Grants
Distributed

2

Learning Gardens

20%
Increase in Summer
Day Camp Participation

upcoming events

Trivia Night	MAR 8
Pay it Forward Day	MAY 14
Kick-Off Classic	AUG 25
Golf Classic	OCT 1
Ugly Sweater Run	DEC 1



ELKHART
EDUCATION
FOUNDATION

IN OUR

2017-2018
PROGRAMS GUIDE

GRANTS For Innovative Teaching & Extracurricular Activities

Innovative Teaching Grants are designed to encourage, facilitate, recognize, and reward innovative and creative instructional approaches to the accomplishment of program objectives. This program offers teachers and administrators the opportunity to apply for grants that support innovative programs or projects to promote higher levels of engagement. The grants must enhance student academic performance and support the objectives, goals, and initiatives of Elkhart Community Schools.

The evidence is overwhelming and quite compelling: Participation in student activities increases students' standardized test scores, GPAs, graduation rates, college acceptance rates and college success rates. Additionally, it practically eliminates the likelihood that a student will choose to drop out of high school. The Elkhart Education Foundation is committed to filling in the budgetary gaps in order to keep these engaging extracurricular activities available for ALL students.

SCHOOLS



LIVING LIBRARIES

With the advent of the 1:1 technology initiative at Elkhart Community Schools, the Living Libraries Project brings libraries into the 21st century and transforms each space into a learning commons. These new learning spaces become the epicenter of innovation for their schools. Rather than maintain a strictly quiet location for individual study, the Living Libraries Project creates environments for collaboration and interactive learning where many forms of literacy are explored.



TOOLS FOR SCHOOLS

For parents and teachers alike, school supplies can be expensive. With the Tools for Schools program, we ensure teachers receive the supplies their students need to be successful. Through in-kind donations, stuff-a-bus events, and partnering with local businesses and organizations, EEF sends each school building boxes of the most needed school supplies for teachers to distribute directly to their students.

LEARNING GARDENS

The Learning Garden Project plans to build and sustain a curriculum-based learning garden at each of the Elkhart Community Schools elementary buildings. The gardens are dynamic environments for students and teachers to observe, discover, experiment, nurture, and learn. The Learning Garden serves as an outdoor classroom where all students can go for reading, writing, reflecting, meeting, and developing real-world skills.



SUMMERSCAPE

The Summerscape Day Camp program offers full-day and half-day enrichment programs for students in grades K-7 during summer vacation. Our themed week-long camps are led by certified ECS teachers and assisted by qualified high school and college students. Some of the best learning happens outside of the classroom on field trips, experiencing nature, exploring living history and through hands-on, project based lessons. Adventure awaits students at Summerscape!

TEACHER MORALE

The work of ECS teachers and staff truly matters! Encouraging our highly-qualified teachers is important and essential to public education. First Friday contests, treats, lunches, and free professional development and training opportunities are some of the ways that EEF helps keep teachers and staff encouraged and feeling appreciated.

IN OUR
COMMUNITY

SPEAK TRUTH TO POWER

Speak Truth to Power is a multi-faceted educational curriculum for students at all grade levels. This human rights curriculum makes history come alive by presenting living role models and heroes who have boldly worked to address the world's most pressing human rights issues. Students are exposed to learning opportunities that encourage them to become defenders in their community.



PROJECT EXCURSION

The Project Excursion program seeks to provide at least one (1) field trip per year for every student in the district completely free of cost. Field trips are particularly important for disadvantaged children. Field trips aid in the learning experiences of students who are visual learners, build on classroom instruction, help to cultivate a better understanding of topics, and expose students to worlds outside their own.



KINDNESS TO PREVENT BLINDNESS

Good vision is essential for students of all ages to reach their full academic potential. Studies show behavior problems go down and academic success goes up when children have corrected vision. In collaboration with Boling Vision Center, this initiative is designed to ensure success in education through accurate eyesight supported by school visits from a mobile vision unit offering check-ups and supplemental eyewear for students in need!

Monger Eementary School 21 st CCLC Program - (Cohort 7, Year 3)				
2016-2017 EXECUTIVE SUMMARY				
Students Served by the Program Site During Grant Cycle				
Attendance Category	Year 1	Year 2	Year 3	Year 4
Attendance Target	80	80	80	--
Less than 30 days	100	389	120	--
30-60 days	73	95	71	--
60 or more days	109	105	85	--
Total	282	589	276	--
2016-2017 Progress Toward Academic Performance Measures				
Result	Performance Measure and Annual Target			
57%	50% of students will meet their projected growth in math on NWEA from Fall to Spring (Grades 3-6)			
59%	50% of students will meet their projected growth in reading on NWEA from Fall to Spring (Grades 3-6)			
85 Students (Exceeded)	80 students will attend the program at least 60 days or more			
89% (Exceeded)	85% of regular participants will have 1 or fewer discipline referrals			
40% (Exceeded)	10% of regular participant's parents will participate in literacy and/or family involvement activities			
2016-2017 Program Site Successes				
<ul style="list-style-type: none">• The program exceeded its annual targets for every performance measure.• There was a strong increase in the number of students that were reported as having moderate to significant improvements according to teacher ratings.• NWEA Scores showed that the number of students meeting growth targets exceeded the goals set by the program.• The percent of program participants passing the ISTEP+ in mathematics exceeded the overall passing rate for the state.• The program continues to integrate new activities for students and to increase the number of parent/family involvement activities.				
Areas to be Strengthened in 2017-2018				
<ul style="list-style-type: none">• The Advisory Board that became active in the previous grant year will support the program in implementing a plan for using data for continuous improvement.• The program will continue to expand the IN-QPSA process to include more partners in the assessment process.• The program will continue to build relationships and partnership with outside agencies as these have led to new opportunities for children and families.				

APPENDIX C

Equitable Access and Participation: As stated in the Elkhart Education Foundation Bylaws, ***“Diversification.*** Elkhart Education Foundation strives to reflect and embrace racial, religious and gender diversification within all levels of its governing body, staffing, grant recipient allocation and selection process including vendor selections and corporate sponsors.”

And as stated in the policies of the Board of School Trustees of Elkhart Community Schools, specifically PROGRM 2260 and referencing I.C. 20-33-2-2, “the Board does not discriminate on the basis of race, color, national origin, sex (including transgender status, sexual orientation and gender identity), disability, age, religion, military status, ancestry, or genetic information”. The policy sites areas of proactive intent such as curriculum development, staff training, student evaluation and all areas of addressing the Protected Classes. In addition, it outlines the procedures for registering complaints.

APPENDIX D

Ashley Molyneaux, Executive Director of the Elkhart Education Foundation, has been given the authority to act as the legal executor of the Local Education Agency agreements as evidenced in the attached Business Entity Report.

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
05/10/2018 07:38 AM

BUSINESS ENTITY REPORT

NAME AND PRINCIPAL OFFICE ADDRESS

BUSINESS ID	2013122300469
BUSINESS TYPE	Domestic Nonprofit Corporation
BUSINESS NAME	ELKHART EDUCATION FOUNDATION, INC.
ENTITY CREATION DATE	12/20/2013
JURISDICTION OF FORMATION	Indiana
PRINCIPAL OFFICE ADDRESS	2746 OLD US HWY 20 W, STE B, ELKHART, IN, 46514, USA

YEARS FILED

YEARS	2016/2017
--------------	-----------

EFFECTIVE DATE

EFFECTIVE DATE	05/09/2018
EFFECTIVE TIME	1:37 PM

REGISTERED OFFICE AND ADDRESS

REGISTERED AGENT TYPE	Individual
NAME	Ashley Molyneaux
ADDRESS	2746 Old US 29 W., Suite B, Elkhart, IN, 46514, USA
SERVICE OF PROCESS EMAIL	ashley@elkhartedfoundation.org

I acknowledge that the Service of Process email provided above is the email address at which electronic service of process may be accepted and is publicly viewable.

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
05/10/2018 07:38 AM

PRINCIPAL(S)

TITLE President
NAME Hayley G. Boling
ADDRESS 2746 Old US Hwy 20 W., Ste. B, Elkhart, IN, 46514, USA

TITLE CEO
NAME Ashley Boling Molyneaux
ADDRESS 2746 Old US 20 W., Suite B, Elkhart, IN, 46514, USA

SIGNATURE

THE SIGNATOR(S) REPRESENTS THAT THE REGISTERED AGENT NAMED IN THE APPLICATION HAS CONSENTED TO THE APPOINTMENT OF REGISTERED AGENT.

IN WITNESS WHEREOF, THE UNDERSIGNED HEREBY VERIFIES, SUBJECT TO THE PENALTIES OF PERJURY, THAT THE STATEMENTS CONTAINED HEREIN ARE TRUE, THIS DAY **May 9, 2018**.

SIGNATURE Ashley Molyneaux
TITLE CEO

Business ID : 2013122300469
Filing No. : 7908746